

COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American
Association *of* Collegiate Registrars

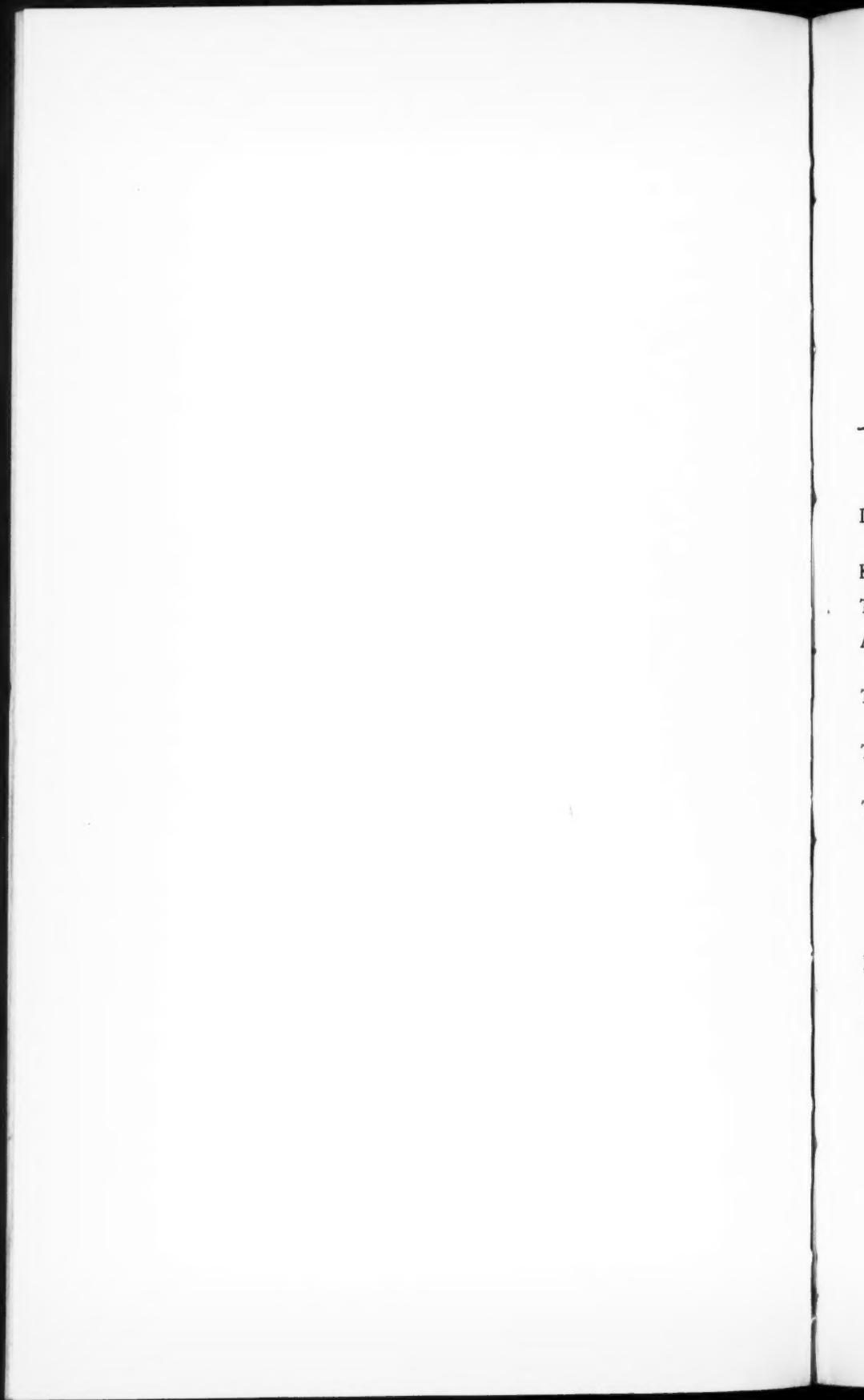


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EDITOR'S NOTE: The Editor is deeply indebted to F. Taylor Jones, Registrar of Drew University and Publicity Chairman at the Philadelphia Convention, for assistance in securing and preparing the Convention material for this issue.

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R. F. THOMASON, 1948-1949

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Improving College Space Utilization*

ERNEST V. HOLLIS AND J. HAROLD GOLDTHORPE

COLLEGE officials were inclined to consider educational facilities crowded and otherwise inadequate in 1940 when they accommodated fewer than one and a half million students. By 1947 these facilities had been increased by less than 20 per cent but they were accommodating 75 per cent more students. This apparent miracle has been achieved by a more effective utilization of space and through a continuation of educationally unsound crowding.

The increase in enrollment which impelled administrators to make a more effective use of classrooms, libraries, laboratories, offices, and residential quarters has caused many of them to modify the criteria by which the adequacy of facilities is judged. They have come to see that educational efficiency is not necessarily lowered by lengthening the traditional college day and college week. Administrators have learned that many restrictions on curriculum offerings, as well as on space, can be removed by the simple device of serving meals for a two-hour period or longer. The lengthened period for serving meals, moreover, often reduces the need for increased kitchen and cafeteria or dining room facilities. Perhaps the best evidence of the lasting benefits of the experience lies in the fact that many administrators learned the value of planning buildings which have a variety of room sizes that are in keeping with the prevailing pattern of class size at the institution.

* This paper will appear later as a section of an Office of Education bulletin, *College and University Building Needs*.

Some of these modifications in outlook were brought about through negotiations for temporary buildings with the field staff of the Veterans Educational Facilities Program. One of the important criteria by which the field staff determined whether an institution needed an additional building was the use being made of existing space. For example, if an institution requested a classroom building with office space for faculty members and an investigation showed that it operated only from 9:00 A.M. to 5:00 P.M. (with a complete shutdown of one hour for lunch) for a five-day week and that existing classrooms were used for classes four hours per day or less, the college was encouraged to make a more effective use of existing facilities before formally requesting an additional building. While all of the paring down was not due to the space utilization factor, it is a fact that the colleges and universities of the country asked for 36 million square feet of space and VEFP officers approved 23 million square feet as urgently needed to provide a program of education for veterans.

Studies of space utilization are especially necessary and helpful in periods of rapid plant expansion. The provision of additional space beyond that needed to house the educational program adequately not only wastes capital funds but also increases the current operating budget. Therefore, careful utilization studies of present facilities should enter into the planning and construction or reconstruction of buildings. Among the factors that should be considered in space utilization studies are: (1) the maximum enrollment which can be accommodated without unduly restricting curriculum offerings, without overcrowding instructional facilities and living quarters, and without unduly increasing the costs of maintenance and operation; (2) the length of the school day and the school week that is educationally sound and socially acceptable to the institution; (3) the size of classroom, laboratory, and other instructional units gauged to the philosophy and the types of instruction offered by a college; and (4) the nature and amount of office space the college decides to provide for each member of the administrative and the instructional staffs.

In determining the effectiveness of space utilization, institutional officials should recognize that 100 per cent utilization is neither possible nor desirable. In the first place, the length of the academic week and the academic day are matters of custom and vary among colleges. In the second place, there is need for flexibility in the use of facilities

so that the college can serve the needs of students rather than being so inflexible as to require them to fit into an assembly line pattern of schedule. In addition, it should be noted that space utilization studies usually deal only with statistical measures of the use and take little account of the qualitative and human aspects of building use. Moreover, such studies often neglect important considerations such as the health and safety of staff and students.

The remainder of this article is devoted to brief sketches of space utilization studies. They illustrate the kinds of planning and adaptation institutions have made in attempting to accommodate the great influxes of students. Even though these studies were made under emergency conditions, they may stimulate better planned and more comprehensive studies of space utilization which will promote a more effective use of existing facilities and improve the educational planning of new buildings.

PREVIOUS UTILIZATION STUDIES

Comparable data on the utilization of college and university plant facilities are not generally available in the published literature, and thus far no accepted standards have been developed for the analysis of building utilization. The effort is made in this article to present pertinent data concerning the facts and factors of building utilization, which as commonly defined, deals with two aspects, namely, room utilization and student-station utilization. Under the first type of utilization, if, for example, a classroom which seats 60 students has a class of 20 assigned to it each class period of a defined day, it would have a room utilization ratio of 100 per cent. However, in terms of its capacity, it would show only 33 per cent utilization of student stations. Thus, the first measure of utilization deals with the percentage of the total number of periods in the week that a given classroom is used, while the second measure, student-station utilization, takes account of the number of students served while the room is in use. The reader is cautioned in interpreting the figures of the various utilization studies to bear in mind that the schedule week varied from 20 to 61 hours and that the resultant utilization ratios are not comparable.

In 1930 Hamon studied the utilization of 1,400 classrooms and laboratories of four liberal arts colleges, four engineering schools, eight teachers colleges and six state universities in various sections of

the country.¹ He found that the *median* utilization ratios based upon a common denominator of 20 periods per week, according to the type of instructional rooms were as follows:

	Room Utilization	Student-Station Utilization
Classrooms	18%	77%
Lecture Rooms	16	27
Laboratories	12	51
	—	—
Rooms grouped	16	61

Hamon also found that classrooms and lecture rooms were used more in the morning hours and that the utilization of laboratories was somewhat higher in the afternoons. Utilization ratios were higher in liberal arts and teachers colleges than in state universities and engineering colleges. He offered the explanation that schedule-making in a university is more difficult because of the nature and variety of curricula and because in engineering schools and universities laboratories constitute a large proportion of instructional rooms.

Fowlkes reported recently upon the utilization ratios in a study of 155 classrooms of 21 buildings at the University of Wisconsin in the second semester of 1945-46, a year before the large influx of veteran students. For that term, the room utilization ratio based upon a 45-hour week averaged 29 per cent, with a range of from 10 to 37 per cent. The room utilization ratios for 8 of the 21 buildings were below 20 per cent.²

In a survey of the eight state controlled colleges and universities of Maryland, Russell reported room utilization ratios for 136 classrooms and laboratories in the first semester 1946-47. The ratios, based on a 44-hour week, for the eight institutions ranged from 27 to 77 per cent, the latter figure representing 70 classrooms at the University of Maryland.³ The student-station utilization ratios of these same institutions varied from 11 to 39 per cent. Except for the utilization ratios of the University of Maryland, those for the other state institutions, mainly

¹ Ray L. Hamon, *Utilization of College Instruction Rooms*. (Published privately by the author; Nashville, Tennessee: 1930)

² John Guy Fowlkes, "Who Says There's a Classroom Shortage," *College and University Business*. 1:25-27; September 1946.

³ John Dale Russell, *Higher Education in Maryland*, pp. 245-247. (American Council on Education, Washington, D.C.: 1947)

teachers colleges, were similar to those in the Hamon study of 1930.

As a part of a survey of the state controlled colleges and universities of California, Strayer made a utilization study of the physical plants.⁴ The California survey staff used as its standard a 45-hour week, to which it arbitrarily assigned a utilization index number of 100. In its judgment, institutional facilities with utilization indexes below 75 usually should not be expanded. For the first semester of 1947-48, the utilization indexes of classrooms in permanent buildings ranged from 76 to 212; in six of the eleven institutions they exceeded 100. When both temporary and permanent facilities were considered, five of the eleven educational units had utilization ratios over 80, and two had ratios above the desirable maximum of 100, which indicated serious over-crowding.

INSTITUTIONAL STUDIES OF SPACE UTILIZATION⁵

It is obvious that with an enrollment in the autumn of 1947 of almost a million more students than the prewar peak, colleges and universities were having severe "growing pains." In certain institutions the 1947 enrollment was two or three times their prewar enrollment. Such increases forced colleges and universities to adopt practices which in normal times they would not have devised and would probably have resisted.

Special committees appear to be the favorite device used to study the utilization of plant facilities and to make plans for additional buildings. At The Ohio State University, the President appointed a council on class size and room usage, composed of nine members who had three-year overlapping terms. The Registrar was designated as chairman. At the University of Florida, the committee was called the committee on planning and policy and was composed of four

⁴George D. Strayer, *Digest of a Report of a Survey of the Needs of California in Higher Education*. (Sacramento: State Department of Education, March 1948) pp. 19-21.

⁵This section is based on unpublished reports submitted on request by the following persons:

T. C. Holy and Ronald B. Thompson, *Utilization of Ohio State University Buildings*, April 15, 1948, and Reports of the Ohio State Council on Class Size and Room Usage.

Robert A. Sandberg, *Résumé of Washington State College's Recent Building and Space Utilization Planning Programs*, April 2, 1948.

H. W. Chandler and George F. Baughman, *Report on the University of Florida Building Program*, April 7, 1948.

professors and eight administrative officers. In the case of the State College of Washington, the committee was called the space priorities committee.

Although the duties and responsibilities of these committees vary from institution to institution, the general scope and nature of their work is indicated by an outline of the responsibilities of Washington State College space priorities committee:

1. Assigning buildings to departments.
2. Making permanent laboratory assignments.
3. Reviewing and screening requests for various space assignments.
4. Investigating and studying departmental requests for space:
 - (a) By interviewing department heads.
 - (b) By investigating, or hiring others to investigate and study, actual building conditions.
5. Referring necessary remodeling plans to the College Architect for suggestions and drawings.
6. Keeping records of remodeling or other changes in converting various spaces.
7. Keeping the registrar's office informed of space which is ready for occupancy.
8. Establishing priorities for certain space based upon actual needs.

The experience of The Ohio State University in providing for an enrollment bulge is perhaps typical. Between the Autumn Quarters of 1945 and 1947, the University's enrollment increased 111 per cent, from 12,015 to 25,401. As a first aid in handling this influx of students, the University secured from the Federal Government, through the Office of Education and the Federal Works Agency, 35 temporary hut-type buildings, 9 two-story barracks-type units and many Quonset huts, all of which supplied 70 additional classrooms and about an equal number of offices. These temporary facilities increased the university's floor space approximately 10 per cent over its permanent facilities. It follows that better space utilization had to account for the ability of the University to provide facilities for a 111 per cent increase in enrollment. In the autumn of 1947, based on a 49-hour week, the room utilization of classrooms and lecture rooms (not laboratories) of 24 of the larger University buildings was 76 per cent. In contrast, in the autumn of 1937 with an enrollment of 12,826, the average ratio of classroom utilization was 38 per cent. It is thus apparent that the utilization of classroom facilities in that 10-year period had been exactly doubled.

The council on class size and room usage at The Ohio State University found that it was typical practice to schedule five-hour classes at the 9, 10, and 11 o'clock hours on Monday through Friday and that most three-hour classes met at the same hour on Monday, Wednesday, and Friday. It seemed necessary to distribute the load on the University's classrooms. The council requested departments to schedule as many classes in the afternoon hours between 12:00 noon and 5:00 P.M. as met in the morning hours. It also urged departments to schedule as many three-hour classes on Tuesday, Thursday, and

TABLE I
PERCENTAGE OF ROOM AND STUDENT-STATION
UTILIZATION OF 221 LECTURE AND CLASSROOMS BY THE DAYS OF
THE WEEK, THE OHIO STATE UNIVERSITY,
WINTER QUARTER 1948

Hours of the Day	Room Utilization							Student-Station Utilization						
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Weekly Average	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Weekly Average
Average	64	55	66	56	63	13	57	31	24	31	25	29	5	26
8:00 A.M.	67	61	71	59	69	11	56	30	26	32	25	28	3	24
9:00	75	66	75	67	70	17	62	35	31	35	32	33	7	29
10:00	79	65	77	65	73	12	62	38	28	38	30	35	4	29
11:00	73	53	72	51	70	11	55	37	26	36	27	34	4	28
12:00	48	40	48	42	48	—	45	21	18	21	18	20	—	20
1:00 P.M.	75	61	72	62	72	—	68	36	28	35	29	35	—	33
2:00	71	59	71	57	65	—	65	31	25	31	25	31	—	29
3:00	66	57	65	57	60	—	61	29	24	28	25	28	—	27
4:00	44	36	40	40	37	—	40	22	14	16	15	15	—	17

Saturday mornings as were assigned to meet on the other three days of the week. Analysis of the distribution of classes in the Winter Quarter of 1947-48, indicated excellent co-operation. It was found that 1,682 classes met in the afternoon hours compared to 1,622 in the morning hours.

A comparison of the percentages of the room and student-station utilization of 221 lecture and classrooms at The Ohio State University in the Winter Quarter of 1948 is shown in Table I. In this table are presented in two pairs of columns by the hours of the day, the room utilization ratios and the student-station utilization ratios, for this group of classrooms. These utilization ratios are based on the University's current 49-hour week. It will be observed that on a weekly basis the variation in room utilization ratios ranged from 40 per cent at the 4 o'clock hour to 68 per cent at the 1 o'clock hour. Room utilization ratios on Tuesday and Thursday are approximately 10 per cent below the ratios for Monday, Wednesday, and Friday.

Moreover, the room utilization ratios for Saturday morning classes are much lower than for the other mornings.

The other half of Table 1 indicates the student-station utilization of the 221 classrooms, based on a total maximum seating capacity at a single time of 17,854. The weekly average student-station utilization was 26 per cent and varied between 17 per cent at the 4 o'clock hour to 33 per cent for those classes meeting at 1:00 P.M. Again, the classrooms showed distinctly better utilization ratios on the Monday, Wednesday, and Friday hours than on Tuesday and Thursday and Saturday mornings. Since the effective management of classroom space in terms of student-station utilization is more difficult to achieve than room utilization, it is not surprising that these figures are considerably lower than those of the room utilization ratios.

Similar studies of the utilization of the laboratories as well as of the 52 temporary classroom units and annexes were made by the council. It is not feasible to report them in this article.

RELATIONSHIP BETWEEN CLASS SIZE AND CLASSROOM CAPACITY

As has already been pointed out, an important factor in the student-station utilization of classroom facilities is the relationship between the class size policy of an institution and the size of its classrooms. Frequently colleges lack sufficient classrooms of a size to accommodate the very small and very large classes. Classes of fewer than 20 students each must be scheduled for rooms with capacities of 30 to 50 students. Contrariwise, courses that can be effectively handled in groups of 100 or 150 students are split into smaller instructional groups simply because larger classrooms are not available.

Data relative to the sizes of available classrooms and the size of classes for a recent quarter at The Ohio State University are summarized in Table 2. This table indicates that 55 per cent of 3,429 classes enrolled fewer than 30 students, while only 5 per cent of the available classrooms had a capacity of less than that number. At the other extreme, the classes which enrolled 100 or more students constituted but 2 per cent of all classes while 13 per cent of the classrooms accommodated more than that number of students. However, with respect to the middle sized classes, with class enrollments of 30 to 49 students, the proportion of classrooms was better adapted to the number and size of classes, since 36 per cent of the classrooms were available to serve the 31 per cent of the classes in that size range.

It is apparent that, aside from the middle sized classes, the capacity of classrooms does not follow closely the class size pattern. There is clearly a need to increase the size of smaller classes or to remodel buildings so as to provide more small classrooms. The construction of additional classrooms obviously should provide rooms closer to the present class size pattern. However, changes in either the class

TABLE 2
COMPARISON OF THE SIZE OF CLASSES AND CLASSROOMS, THE
OHIO STATE UNIVERSITY, WINTER QUARTER, 1948

Class Size or Room Capacity	Classes		Classrooms	
	Number	Per Cent	Number	Per Cent
Grand Total	3,429	100.0	221	100.0
Under 10	354	10.1	—	—
10-19	672	19.7	3	1.4
20-29	876	25.5	7	3.2
30-39	708	20.7	35	15.8
40-49	360	10.6	44	19.9
50-74	317	9.3	63	28.5
75-99	76	2.2	40	18.1
100-149	33	1.0	20	9.0
150-199	15	.4	2	.9
200 and over*	18	.5	7	3.2

* These were survey and lecture courses, which in addition to the regular class sessions met three or four times per week in small conference sections.

size policy or room size policy must be studied from other angles than merely that of better room utilization.

Other studies of the council on class size and room usage at The Ohio State University indicated that other areas and types of facilities were seriously over-crowded. In the matter of office space for faculty members, it was shown that during the Winter Quarter of 1947, 57 per cent of the professors, 68 per cent of the associate professors, and 83 per cent of assistant professors shared office space with one or more staff members. The average amount of office floor space was approximately 103 square feet per person. Similarly, analysis of the available seating space in the main University library and fifteen branch libraries revealed a serious lack of adequate facilities. In the autumn of 1947, the seating space in all of the libraries was but 7.7 per cent of the total enrollment.

The University of Florida committee on planning and policy has served since March 1947 as the body to study space use and to de-

velop plans for a long range building program. Confronted with an enrollment increase from 3,423 to 8,734 (155 per cent) between the fall of 1939 and the fall of 1947, with a steady increase in the population of the state, and with a rapid increase in the proportion of high school graduates entering the University, the committee developed a ten year permanent building program. Its goal is the provision of permanent facilities to serve a student body of 10,000 students by 1956.

The University of Florida reported substantially the same experience as The Ohio State University in increased enrollments and greater utilization of its plant. In 1939-40 the University had approximately 67 square feet of *net* instructional space per student and, based on a 44-hour week, the ratio of utilization of educational facilities was approximately 40 per cent. In the first semester of 1947-48, based on a 61-hour week (daily schedule: 7:30 A.M. to 6:30 P.M. for five days and six hours on Saturday), the average room utilization of facilities had increased to 66 per cent. Because enrollment increased much more rapidly than plant facilities, the educational space per student in the permanent and temporary buildings combined was 38.2 square feet per student. Even with an increase of 25 per cent in the non-residential space made available by temporary buildings, from the Federal Government, the space per student in 1947 was approximately three-fourths of the space available in 1939-40 (67 square feet per student). By the simple expedient of increasing the schedule week by approximately 40 per cent and by the more effective use of its available educational space, the University achieved a very substantial increase in the operating effectiveness of its plant facilities.

During the past two years the Florida legislature has appropriated \$8,000,000 for permanent buildings. This will provide approximately an additional 308,500 square feet of educational facilities. To meet the immediate emergency the University received approximately 476,200 square feet of temporary educational and residential buildings from the Federal Government, and with its own funds has erected 93,300 square feet of temporary buildings. In order to complete the balance of its program of 16 major projects by 1956 the committee estimated that approximately \$9,500,000 would be required.

In addition to a space priorities committee the State College of Washington used a ten year plan committee to develop a long range

building program. This committee made an estimate of the institution's building needs and proposed construction program. One of its early reports called for a program of \$10,000,000 for buildings for an Institute of Agricultural Sciences. This is to be submitted to the 1949 legislature. This proposal involves remodeling of several existing buildings as well as the construction of new units at Pullman and additional buildings at six experiment stations.

Another study sponsored by this committee was an institutional enrollment prediction study made by a graduate research fellow. This report identified the prediction techniques of several published studies and applied them to college enrollments for the state of Washington and for Washington State College up to 1964. The predictions of this study, which took account of such facts as population growth, migration, and school survival trends but which did not take account of curricula or fields that might be undertaken, supplied the ten year plan committee with excellent data for predicting enrollment at the College.

UTILIZATION OF RESIDENTIAL FACILITIES

Up to this point the study of space utilization has been concerned with such instructional and general facilities as classrooms, laboratories, offices, and libraries. The problem of over-crowding in residential facilities is even more serious in many institutions. It is not uncommon to find institutions continuing the use of a housing pattern developed for handling Army and Navy training units in colleges. Of course such an intensive utilization of plant facilities was coupled with motivation and morale maintained at a high level and with additional safeguards in the form of special infirmary and health service facilities. This pattern obviously is not the normal one for civilian educational institutions.

A single example of the situation at the University of Florida is indicative of the character of the pressure on residential facilities. Before the War, the University operated five permanent dormitory buildings with a total area of 263,400 square feet which, in the academic year 1939-40, housed 1,026 men. On a per-student basis, this ratio amounted to 257 square feet per student housed and furnished fairly satisfactory facilities. However, in the academic year 1947-48, this same group of dormitories housed 1,935 men, which is an increase of almost 90 per cent with the resultant ratio of 136

square feet per student. In addition to the students housed in these permanent facilities, the University also housed approximately 1,152 students in temporary dormitories built on the campus with University funds, and 624 married veterans were housed in Public Housing Authority apartment units. It should be recognized that, since the University is located in a relatively small community, it is confronted with a larger responsibility for providing residential facilities than institutions in urban communities.

In order to provide more adequately for an estimated continuous enrollment of approximately 10,000 students within the next two years, the University is planning permanent dormitory facilities for another 3,000 men. Even if the University succeeds in meeting this goal, it will still not be quite as well off in the proportion of students housed under institutional auspices as it was before the War. Moreover, these plans do not take account of recent legislative action which makes the University completely coeducational and thus brings about the immediate necessity of dormitory facilities for women.

CONCLUDING STATEMENT

Congress delegated to the U. S. Commissioner of Education responsibility for determining the need of an educational institution for war surplus buildings required in providing a program of education for veterans. In discharging this responsibility for him the field staff of the Veterans Educational Facilities Program reached the conviction that a knowledge of the utilization of existing space is the most important single factor for estimating the amount and nature of additional building space needed by a college. Nevertheless, the staff found that institutions usually based their requests for additional space primarily on gross increases in enrollment. There seemed to be a tacit assumption that college officials were making adequate use of existing facilities.

A cursory examination of space utilization practices for VEPF administrative purposes usually discovered the obvious examples of inefficient use but, with a few notable exceptions, not enough facts were available on which to make a defensible judgment. And what is perhaps more lamentable, the administration and the faculty usually had not reached a consensus on standards and qualitative criteria for gathering, interpreting, and applying space utilization data. Moreover, despite improved postwar space utilization, there was a re-

luctance to have the known facts and their implications made public lest they adversely influence tax appropriating bodies and potential donors. This prudence is understandable inasmuch as the profession does not have well developed techniques for making space utilization studies or any generally accepted premises, criteria, and norms by which institutions may judge their practices.

It is hoped that the random comments which follow will stimulate colleges to undertake space utilization studies, and perhaps provide some cues for organizing, conducting, and appraising such an undertaking:

(1) The spirit of a good steward rather than that of an efficiency expert should guide college officials in making space utilization studies. Genuine economy requires that an effective use of the professor's time and energy be balanced against the efficient use of a classroom or a laboratory.

(2) Prevailing patterns of space utilization reflect the philosophic attitudes and plain everyday habits of the staff of a college or university. It is not wise to modify the pattern significantly without the consent of a working majority of the staff affected.

(3) When additional buildings are sought, both administrative and teaching members of a staff should consider it a normal procedure for legislators or private benefactors, and the board of trustees, to ascertain in quantitative terms the use being made of similar existing facilities. Perhaps this and related information should be presented as a part of the initial justification of the new facility.

(4) Comprehensive institution-wide planning of room utilization and class size is of paramount importance. Otherwise, it is not possible to make the maximum use of classroom, laboratory, and office space or to co-ordinate the operational relationships of semi-autonomous instructional units with libraries, cafeterias, gymnasiums, auditoriums, student unions, and other facilities—including parking space—that are generally used on an institution-wide basis.

(5) Studies of room utilization and class size should be made by competent research personnel who work under the direction of a general administrative officer designated by the president for that purpose and for implementing approved policies. There should be associated with him an advisory committee, selected by the customary procedures for establishing standing committees of the faculty. This committee should have the interim authority of the faculty in interpreting established space utilization policies.

(6) Because new space utilization practices may profoundly affect the everyday working routine of college teachers, it is important for the whole faculty or its duly constituted legislative body to deliberate on and approve the basic plan and policies of a space utilization study. For the same reasons, the faculty should approve general proposals for action which are based on the findings of the study, but it should leave specific applications to the duly constituted administrative officers of the college or university.

(7) As a prerequisite to a fruitful space utilization study, there must be a reasonable meeting of minds among a working majority of the administrative and teaching staffs on basic concepts. Among these are whether to include both room utilization and student-station utilization studies; how many hours shall constitute an optimum academic day and academic week; how much variation from optimum practice shall constitute normal use, over use, and under use of a facility.

(8) In the absence of national norms on what constitutes acceptable quantitative standards and qualitative criteria, each college or university should adopt standards for appraisal that reflect the working ideals and philosophy which the faculty expects to achieve within the foreseeable future. From a series of such studies, in time, normative data for the several types of colleges and universities can be compiled.

Knitting at the Guillotine

An Approach to the Therapeutic Handling of Discipline

ROBERT J. MINER

EVER since man ceased being an isolated brute back in the early ages, and began to live with others in a more organized social structure, there have been constant deviations in his behavior from acceptable communal standards. These anti-social aberrations have met not only with disapproval from the group as a whole, but also with planned reprisal or punishment from leaders of the group in behalf of the group.

To prevent continued misbehavior, laws were gradually formulated, and methods for disciplining wrongdoers were devised. Today discipline is an accepted, if not a popular, social control in our scheme of complicated living.

What is discipline? The dictionary defines it as a system of rules controlling conduct; as corrective measures or punishment. All too frequently punishment is the only connotation aroused by the word discipline. To most people disciplining a person means punishing him. Our school system is no exception to this point of view. Even on the college level punitive discipline has been, and in many cases still is, the administrator's conception of how best to correct and prevent undesirable conduct. Lloyd-Jones and Smith point this out effectively:

The system of rules and penalties which now exists in most of our institutions probably constitutes a kind of hand-washing gesture on the part of the administration which either does not desire or does not know how to handle discipline by methods more truly educational. One readily concedes that it is relatively simple to write down detailed directions, which, if meticulously obeyed, would result in a minimum of social friction. Any office clerk can also make up a list of penalties for the infraction of each of these rules. It then becomes a relatively simple matter for any dean or faculty committee, no matter how lacking in imagination and teaching skill, to assign punishment to individuals in terms of rules and punishments, without much jeopardy

to the punisher's feeling that his duty to society is being righteously fulfilled.¹

"How can we eradicate objectionable behavior," one dean asked, "or put a stop to infractions of rules if we do not take a firm stand and let the students see by dire example the penalty they will suffer if they disregard standards of good taste or flaunt university regulations?"

Another dean replied, "Administer your discipline in such a way that your offender ceases thinking that his real mistake was getting caught and realizes instead that his mistake was doing something undesirable. Discipline must help the student to understand why he acted as he did, and must assist him in deciding for himself whether this type of behavior befits him as an intelligent, maturing young man."

Lloyd-Jones and Smith elaborate this theory:

Anyone with experience in any of the better behavior clinics would understand that it may be possible to secure specific outward conformity by exerting external authority but that, if the behavior failure is due either to ignorance or lack of skill or to some underlying emotional cause, it is futile to expect results of a lasting character through the imposition of a group's authority. The chances are, in fact, that real harm is done to the individual by this course insofar as any genuine possibility for re-education and rehabilitation are concerned.²

The modern concept of college discipline is predicated on the student personnel philosophy that discipline is an educative process, corrective, and not punitive. It should be a learning experience affording the student every opportunity for understanding himself better. It should also play a vital role in helping him adjust with greater facility to behavior patterns more acceptable than those which originally got him into trouble.

College students always will get into trouble. They always have. This is not abnormal, for in the main the problems which beset this particular age group are normal problems of adjustment, heightened and accentuated by the peculiar and unnatural environment which constitutes a university community. Such a community, especially in a

¹ Lloyd-Jones, Esther and Smith, Margaret, *A Student Personnel Program for Higher Education*, New York: McGraw-Hill Book Company, 1938, p. 121.

² *Ibid.*, p. 126.

small college town, comprises a concentrated group of young men and women, all within the same age limits, all undergoing the same process of intellectual, emotional, and physical maturation, and all temporarily living, working, eating, and sleeping in a restricted framework of adult-imposed regulations.

These young people are still unsure of their capacities, yet eager to be considered independent and responsible. Their hopes run high, their ambition is unbounded, and their physical energy is unquenchable. They are highly competitive in their quest for status, tremendously uneasy in their search for long range security, and ever restless because their urge for mating is not fully sublimated or satisfied.

The oneness of this college group in such respects has, of course, been disrupted in recent years by the widening of the group's age span, and the introduction to classroom routine and campus mores of older men and women, many of whom are married, and most of whom have matured overnight in uniform in far-flung camps, or battlefields. This influx of veterans, with its consequent skewing of the campus age span, has in itself brought on new problems and multiplied old ones.

There always have been, and probably always will be certain areas of campus disturbances: Cheating in examinations, with perhaps such occasional tactics as ransacking offices and professors' homes for advance copies of final examinations, is a constant headache.

Thievery flourishes: The library steadily loses books; lockers are broken into and rifled; fraternity houses are systematically robbed; residence halls have their spasmodic waves of light fingered pilfering; students "lift" souvenirs from stores in pranks which the courts call larceny; text books disappear when students leave them lying around unprotected.

Sexual misdemeanors periodically occur. It seems impossible to eliminate window peeping, genital exposure, pregnancies, homosexual and heterosexual irregularities, many of them adolescent, some of them pathological.

Drunkenness, gambling, destruction of property, and objectionable, disorderly conduct stalk along just often enough to make everybody aware of their existence and their need for correction.

University regulations are frequently violated. Residence hall rules are broken; student privileges are abused; no-parking and no-

smoking requests are disregarded; grades on the registrar's official records are falsified. Sometimes such behavior is willful, sometimes accidental.

In the area of inter-personal relationships many incidents regularly happen which the head of residence, a dean, or some member of the faculty handles as a counseling situation rather than as a disciplinary act. These misdemeanors are not reported through the usual disciplinary channels because they do not seem to be serious enough to warrant standard disciplinary procedure, and generally they are wisely handled. Actually all discipline should be thought of as counseling, and should be administered as such, in order that it may be a therapeutic factor for the offender in his reconstruction of better attitudes and his establishment of more acceptable behavior patterns.

There are sharp differences of opinion about this concept. The disciplinarians in many colleges, whether they be individuals or committees, maintain that a university is a place of learning, not a corrective institution, and insist that reclamation of a weak or wayward youth is not the university's job. They declare that education is a privilege, and that the university is doing a real job of education for the many when it firmly shows how privileges may be lost to those who prove by their conduct that they do not deserve them.

Especially is this apt to be true of smaller institutions which are located in such little towns that everybody, townspeople and students alike, knows when John Smith spent the night in jail for being drunk. What kind of a boy he is, why he got drunk, and how he may behave thereafter apparently cannot be of as much concern to the university as what the students and townspeople may think if John isn't punished, and the campus made aware again that the "wages of sin is death." In maintaining cordial public relations in the town, and respected standards on the campus, it is sometimes hard for the university to remember that it must also maintain its responsibility to its individual students. Once a student has been accepted, the university assumes a definite obligation to help him, even when he makes mistakes, in his adjustment to his new environment, and in his quest for the kind of an education that will afford him maximum improvement in every area of his personal as well as his intellectual development. This obligation assumes that the welfare of the individual will not be sacrificed when he gets into trouble, for getting into trouble and getting out of it are parts of the learning process which teach

young people how to live and work in greater harmony and peace with each other. Careful therapeutic discipline can help the individual effect this reorganization of his behavior attitudes without damaging the morale of his contemporaries.

Sociologists have made studies to ascertain the effectiveness of punishment in deterring delinquent or anti-social behavior. The findings of these studies tend to prove that whereas punishment may check petty and minor irregularities, it has little effect in eliminating seriously objectionable behavior. It does, however, have noticeable effect in making people cautious and more deft in the art of not getting caught.

Walter C. Reckless in his book *Criminal Behavior* states:

While punishment for deterrence appears to be logically efficacious, there is considerable doubt that it has as much deterrent value as the justification presupposes. Even in the era when extremely severe punishment was used for crimes of minor importance, no evidence can be found to support the view that punitive measures materially curtailed the volume of crime. . . . For the great mass of infractions of law, the fear of consequences or the fear of punishment probably enters very little into causation. The conception of deterrence presumes that the person thinks before he acts, and that all he has to do is to think of the consequences, and then he will be deterred. Actually, however, individuals behave, act in certain ways, get involved in certain activities without the fear of punishment being held uppermost in mind.³

Many institutions are uneasy and unhappy about their disciplinary procedures. They believe in the sanctity of the individual, yet they must protect the welfare of the whole student body. They recognize that an education includes emotional and social maturation, so they endeavour to furnish those curricular and extracurricular opportunities which make it possible for a student to learn how to live acceptably with his peers in conformity with those social and ethical restrictions which are necessarily essential to the well-being and survival of his group. They know the frailties of human beings, particularly of youngsters who are trying through experimentation, trial and error, to build self-confidence and a sense of personal security. They hope their educational program will assist their students in attaining this sense of adequacy by guiding them to a realization of their

³ Reckless, Walter C., *Criminal Behavior*, New York: McGraw-Hill Book Company, 1940, p. 273.

weaknesses, and an understanding of how to correct them. They know that therapeutic discipline is part of this process.

Why, then, do not more institutions administer this type of discipline? For one thing, they may not have enough money to hire a staff of psychologically trained experts as disciplinary counselors. They may not have a mental hygiene clinic to furnish psychiatric diagnosis and treatment. They hesitate to prescribe treatment for an individual unless they have a clinical psychologist who can not only uncover the obscure and often deeply hidden causes of his trouble, but also work with him in correcting these traits. Or, in the last analysis, they may not know exactly how to go about exercising their disciplinary functions in an educative and therapeutic manner.

Whoever has this responsibility, and it may rest solely with the president, or be vested in the dean, or a special committee, and whatever the practice may have been heretofore in administering it, discipline can be one aspect of the educative function, and it can become a constructive counseling experience for the student concerned without the expenditure of additional funds, or the acquisition of additional staff. A university is fortunate if it can afford to hire specially trained experts to handle its disciplinary problems. However, the many universities which cannot afford to do this can and should take account of their immediate resources, and should use their best qualified personnel in establishing a functionable, therapeutic disciplinary procedure.

First and foremost, the president and the faculty may need to be indoctrinated and imbued with the educational concept of discipline. Understanding this, they may need to be encouraged to place the administering of discipline in the hands of a group of those faculty and students who are best fitted by training, ability, willingness, and interest to devote their consecrated effort to a careful performance of this duty.

Having vested this authority where it can best function, the faculty should then not take issue with the actions and decisions of this board. The board should have ample opportunity to try out its policies and procedures unhampered by advice or criticism.

It is desirable to have the Director of Student Affairs, or one of the Deans of Students serve as a non-voting member on this board. Usually this is the person who furnishes, in case study form, most of the pertinent data concerning the character, personality, and back-

ground of the offender, and who comes before the board as the one best qualified to help that group thoroughly understand the student. After a decision is rendered, this is the person who helps the offender to comprehend and accept the verdict. In fact, in some universities he has to handle every phase of discipline by himself without the help of any committee.

Not only must the faculty be educated to think constructively about discipline, but the student body must at the same time have its attitudes toward discipline reshaped. If John Jones doesn't get kicked out for breaking a store window while he was drunk, the students find it difficult to understand why John Brown should be suspended for using his car without a permit. They, too, need to be trained to consider discipline as a learning process with penalties levied to fit the individual rather than the crime. They need to realize, and be glad of the fact, that a student in trouble gets every consideration from the disciplinary board, and they must understand that the board's decision is based upon its complete knowledge of the individual, and all the extenuating circumstances surrounding the case—knowledge which cannot be made available to others.

They need further to realize, if suspension is the verdict, that suspension is probably the best way the offending student can be helped to adjust more maturely to his responsibilities in the world of which he is a somewhat confused member. They need to learn how to accept the action of the disciplinary board without gossip and condemnation. All this takes time—time, and careful, patient guidance.

The final step in this establishing of a functionable, therapeutic disciplinary procedure is the actual method used for the handling of each case. This should be so designed that the individual is afforded a maximum amount of guidance and protection, and it should be standard practice.

First of all, the student concerned should be interviewed to obtain from him his statement of what occurred and why. The accuser, or whoever reported the misbehavior, should likewise be consulted for clear and accurate information about the specific nature of the particular offense. Occasionally it is possible that the accuser has acted in rancor, or for spite, or for personal reasons involving prejudice, or malice, or gross misunderstanding. All of this must be known; everything possible about the case must be thoroughly comprehended, for sometimes the student must be protected as well as helped.

The agent who works with the student in this sort of an organization is actually a counselor, and he functions better if he has had specific psychological training in the techniques and skills of interviewing, diagnosing, counseling, and therapy. It is his job to explore with the offender the nature of his offense, and the personality traits and emotional factors which contributed to it. He must help the student understand why he behaved as he did, and at the same time he must create for the offender such an atmosphere of acceptance and security that the student will be encouraged to want to function more satisfactorily within the established social framework of which he is a part.

This counseling process is of itself therapeutic, for it helps to maintain the self-respect of the student. When a person is in trouble he needs desperately to be certain that he is not going to be rejected by his peers because of his misconduct. His acceptance by his counselor is reassuring, and gives him the courage to face himself, his troubles, and his associates. As he talks with his counselor, and brings to light the many conflicts which may have beset him, perhaps since early childhood, he begins to see how various pressures have built up, and how his behavior has been conditioned by his repeated reactions to these forces. With such insight comes an appreciation of the dynamics of his present conduct, and generally a determination to change it to ways more acceptable to his fellows and to himself.

This is not an instant process. The counselor utilizes every available source to accumulate helpful information about the student. Intelligence and achievement test scores are studied. The student's scholastic performance is examined in the light of these scores. Oftentimes the tremendous difference between performance and ability indicates the presence of anxieties worth investigating.

The head of residence, the faculty adviser, the student's various instructors, and his fraternity adviser are consulted. If individual personnel records are kept these are carefully explored for personal history which may add to the counselor's understanding of the ability, personality, and developmental background of the student. Repeated interviews with the student take place—interviews which are continued long enough after insights have been obtained to make sure that the individual is securely started in his process of rehabilitation.

Every available resource is tapped in this process. The Health Service can indicate whether health hazards have contributed to the stu-

dent's difficulties, and if so, how they can be improved or eliminated. The mental hygiene clinic can diagnose whether the individual may be neurotic or psychopathic, and can furnish specialized psychiatric treatment if it is indicated by the diagnosis. Teachers can be encouraged, if necessary, to use different classroom tactics with the individual. Opportunities for developing greater social competence and a corresponding sense of responsibility can be provided.

If discipline is really educative and follows a therapeutic procedure, the offender will not be scolded, ridiculed, or denounced for his misdemeanor, no matter what the offense may be. If the misconduct is such that actual penalties have to be invoked, care should be taken to make sure the student comprehends why the penalties have been prescribed, and why he must submit to them. If suspension is the only verdict available the student must be helped to understand why the university cannot condone his conduct, why the existing disciplinary set-up does not permit any different handling of the case, and why the university regrets having to dismiss him. Penalties will not be inflicted merely as standard procedure, but when they are invoked they will be chosen as a definite part of the therapy. They will not be a punishment for a certain crime, but a benefit for a certain individual. These steps in themselves are constructive, and are an investment in future sound public relations as far as the university is concerned. As far as the individual is concerned, such treatment leads to a better emotional adjustment, and the preservation of self-respect.

Cooley has stated that the community is extremely unwise to take any action that will destroy the self-respect of the offender,⁴ and Van Waters asserts that the self-respect of the offender is the basis of all successful efforts toward his rehabilitation.⁵

After the disciplinary board has finished with its hearing and its verdict, the student cannot be left alone to flounder. It is preferable to have the one who has worked with him so far as a counselor continue in that capacity, but if this is impossible the student should be referred to some sympathetic, sensitive, competent staff member who is willing to serve as a friend and guide, whether the student stays in school or leaves on suspension. If the offending student needs a type of specialized therapeutic service which is not obtainable at the university, he should be referred to proper agencies nearest his home,

⁴ Cooley, C. H., *Life and the Student*, New York: A. A. Knopf, 1927, p. 204.

⁵ Van Waters, Miriam, *The Delinquent Attitude, The Family* 5:112, July 1924.

and be removed from the university until improvement in his condition is indicated.

To summarize what has thus far been stated: Many collegiate institutions still prefer the old concept of punitive discipline to the newer philosophy of therapeutic correction. Some of those institutions which cleave to the punitive attitude do so because they feel the penalties they inflict on the individual tend to safeguard the student body as a whole, and keep the majority more completely under control. Others do so because this method involves less work than the case study, therapeutic approach. Some institutions excuse their lack of corrective procedure on the grounds that a staff of experts is a financial impossibility.

However, an increasing number of universities are administering their discipline as a function of their educative process. If funds are available, their organization is staffed with psychologically trained specialists. If funds are scarce, the best of their regular personnel make certain that all offenders get a chance at rehabilitation under some sort of guidance.

If a university believes in the therapeutic disciplining of its misbehaving students, it will find a way to help them profit from their mistakes, and adjust to better behavior habits. If a university does not recognize any such responsibility toward its offenders, then the guilty ones can expect to be punished in a manner befitting the trouble they have caused.

Four freshman boys set forth one Saturday night in quest of fun and adventure. They didn't have dates for their dormitory dance, so they decided to go to a neighboring town, and explore some of the night spots. They knew that using Ned's car for such a jaunt was contrary to university regulations, but who would ever find out about it?

Late Sunday afternoon one of these boys phoned long distance from the police station where they had all spent the night, and humbly asked the Dean of Students if he could possibly get them out of jail. The Dean went to that town, conferred with the Chief of Police, signed for the four boys, and brought them home. Two days later he went to court, and stood before the judge with them while they were tried on charges of disorderly conduct and grand larceny. They had appropriated as souvenirs some expensive bar equipment from one of the "joints" they had visited, and all of them had consumed too much beer and whiskey.

When the judge dismissed all charges against them, and put them

on probation for one year to the Dean of Students, he explained that whereas he did not condone their conduct one bit, he did recognize that they were immature youngsters whose poor judgment had landed them in the hands of the law. He didn't want them to have a court conviction, for he was sure their experience would keep them from becoming repeaters.

The judge was correct. Their stay in jail had been disturbing and sobering. All of them had regretted exceedingly their indiscretion, and each of them had determined never to get into any mess again. They were ashamed and humiliated.

When they appeared before their university disciplinary committee, their heads of residence, their advisers, and the Dean spoke in their behalf. They had been excellent campus residents, and they were all fine lads. A plea was made that they be allowed to continue at the university on probation to the Dean or some other reliable staff member. They were all suspended for the balance of the semester, the faculty members of the committee outvoting the student members, who held out for probation. The decision was purely punitive, a far cry from anything constructive or therapeutic.

Unfortunately, when students come before disciplinary committees to make restitution for the commission of sins, such verdicts still happen too often, and in too many institutions. Madame LaFarge again sits in session, and there is knitting at the guillotine.

The Administrator's Function in the University

W. F. RABE

"THE TRUE university affords a maximum of opportunity for scholarly endeavor. This means that the professors are not hired men to execute policies determined by others." This is a statement issued by a committee of scholars and professors from two of the leading universities in America. The attitude that it expresses is one that administrators meet in their efforts to operate institutions of higher learning. Presidents and their administrative staffs constantly meet in varying degrees such reactions as this—which makes it difficult to manage their universities. Scholars, that is, members of the faculty interested primarily in research, feel the administrator violates the ideal of the "true university." That, of course, depends on just what the "true university" means. Oddly enough a careful study of the history of administration among institutions which have called themselves universities shows that it is a little difficult, if not impossible, to discover just what the "true university" is. Further study raises a question as to whether faculty members are justified in feeling they are not hired to execute policies determined by others. To put it bluntly, if we really analyze the government and administration of universities since the time of the Renaissance, quite the reverse of that statement might prove to be accurate.

What does a writer mean by using a particular word or phrase in seeking to communicate an idea to the mind of a reader? To the communicator a word holds a certain connotation arising from his experience, but to the reader the word may have—and probably has—other connotations. For example, just what do the words "university administration" mean to the reader of this sentence? In all likelihood this widely used expression conveys an idea to the reader which differs from that in the mind of the writer. If the reader does not hold an administrative post but, instead, gives his time to teaching and research, the probabilities are that for him "university administration" has decidedly unpleasant overtones. Among professors the aura of personal feelings surrounding the word "administration" can hardly be termed favorable.

Thinking about the activities of the administrator proceeds in the scholar's mind from two premises: first, the term "university" refers to but one thing and, second, anything that deviates from that concept cannot be a university. The scholar looks back to the medieval or German university as the only kind of institution in which the true scholar can work. With a mind thus oriented, the scholar considers the administrator and his staff as upstarts, unwelcome intruders in the scholar's world. To the professor the word "university" carries with it but one meaning and exists for but one purpose, to wit, scholarly endeavor. He believes that the administrator interferes with scholarly research, that he does not honor it, that frequently he knows nothing about it. *Ipso facto*, therefore, he has no legitimate place in a company of scholars. He may be a necessary servant, but certainly he should not be its leader.

Lengthy enumeration of evidence of this attitude hardly seems necessary. The most telling criticism of administration and governing boards of universities appears in a work apparently forgotten in higher education. *The Higher Learning In America*, by Thorsten Veblen has gathered dust on the shelves of many libraries, but within its covers one finds an eminently logical analysis of university government and administration. It warrants lengthy consideration since few finer examples of the scholar's attitude towards management and control can be found. We also discern in it the failure of the academic mind to recognize the changing nature of the university and the resulting need for more efficient administration.

The limits of an article do not permit a just statement of Veblen's point of view which represents the attitude of many scholars of his and our day; however, it may be briefly summarized. The university is referred to by Veblen as a seminary of higher learning. The realm of creative thought so characteristic of higher learning has fallen under an administrative standardized accountancy measured by practical results in the American institutions. Veblen believes this has been caused by several situations. First, governing boards composed of business men select administrators in their own image. Second, the desire for quantitative results in the administrator's mind dominates the faculty and prevents research and teaching in the "true" tradition of the university. Third, the modern university in Veblen's eyes has deteriorated in many ways: credit hours, vocational training, magnificent plants and equipment, the undergraduate college, pro-

fessional schools, student activities, athletics, and the elective system all act as manifestations of this decay of higher learning. Finally, Veblen proposes the elimination of governing boards composed of business men and the administrators they appoint. This, in brief, summarizes Veblen's position, and probably contemporary thinking of contemporary scholars reflects it.

Obviously, considerable merit lies in Veblen's argument. But how much? Is the modern university exclusively an institution set up for scholars and scientific research? Is the modern university a citadel into which the scholar can retire and pursue his interests to the exclusion of all else? The trouble with accepting the affirmative to these questions lies in the failure of such an attitude to permit an evaluation of new developments in the university. Within the scholar's terms, which define "university" and "administration" but one way, scholars have no means of progressing toward evaluations of the administrator's functions.

This raises the fundamental questions with which this discussion is to deal. First, what is the function the administrator performs within the structure of the modern university? Specifically, is he a servant of the faculty for whom, presumably, the university exists? Second, is the administration which is so objectionable to the scholar an outgrowth of unscholarly business values imposed on American universities by governing boards?

An attempt will be made to answer these questions by reviewing the development of university administration in its historical perspective. The first of these questions will occupy the interest of this article. A subsequent article will seek to answer the second. Let us turn back to the beginnings of the institution we now call the university and try to determine what then was the function of the administrator, which may reorient our thinking about this supposed threat to scholars and higher learning.

I. THE MEDIEVAL ITALIAN UNIVERSITY

In the twelfth century social and economic forces tumbled over each other in a period historians in the nineteenth century called the Renaissance. Under these accumulating pressures many new social institutions evolved. One of these was the guild of scholars which later became the university. The nature of the early university becomes apparent when we realize that no decree from a ruler or a legislative

body established this institution. No enlightened men of wealth endowed it. Students in Italy, the center of the Renaissance, simply gathered at the feet of a scholar or group of scholars and listened to the discussions of some ancient volume. These gatherings took place at various places all over Italy, particularly in Salerno and Bologna. The students came largely to prepare themselves for the practice of a particular profession. Those interested in acquiring business training migrated to Bologna to study law. Those interested in preserving life migrated to the baths at Salerno to study medicine. Those interested in preparing the soul for the heavenly realm migrated abroad to study theology at Paris. The students gathered together on their own volition paying their chosen instructors out of their own purses.

The first organization of any importance rose out of the action of the students. They sought protection from the townspeople of Bologna, who tried to charge students for food and lodging beyond the ability of the market to pay. Their action involved banding together for protection and threatening to leave town if the local businessmen demanded too much. The power of numbers in boycott changed the minds of the townspeople of Bologna. They accepted the student guild and agreed to its demands. The organization of students granted its members rights of citizenship and protection from unfair discrimination. As a title for this guild the students borrowed the term which at that time meant a corporate organization of individuals for a particular purpose, *Universitas*, or university. At this juncture the university meant an institution devoted largely to student purposes with practically no concern for the faculty.

Each group of students from a particular area of Europe gathering at Bologna formed an organization called a "nation." Thirty-six such nations came into existence over a period of time. Each of the nations elected a *consiliarius* as its head. A Rector, elected from the student body, served with the *consiliarii*, and this governing corps assumed the powers of government and administration. These student governments granted the first degrees to their fellows upon completion of study and examination. The brighter students soon discovered that their *Universitas* provided a device for supervising the faculty. The professors also found themselves threatened with boycott and were forced to agree to regulations and to guarantees that the students would receive their money's worth in instruction.

The faculty set up their own organization or guild. The first writ-

ten evidence of its existence comes from the year 1215. These faculty groups formed around curricula regulating the studies, and ultimately they came to grant the degrees. To grant the degree, the faculty created the office of Chancellor. At Bologna the Archbishop of the Church appointed to that city held this titular position. In restricting his powers to grant degrees, or merely to give permission to grant them, he did not govern. He stood as a symbol of faculty power; since he represented the Church universal, a degree granted under his hand would be universally accepted. The Archbishop also presided as a ceremonial official on occasions of state, and the control which fell into his hands was negligible. Certainly he had none over money, or over appointments of faculty, or in selecting students. None of the modern administrative functions lay within his jurisdiction.

In 1248 a university of a different nature appeared at Piacenza. The municipality applied for a Papal Bull establishing a *Studium Generale*. The application of the City of Piacenza rather than a group of students or a faculty constituted a new method of organizing a university. Here was a university supported financially by the municipality and given status and prestige through a Papal sanction. Other towns in Italy established their universities and made overtures and promises of stipendia to the Bolognese masters to desert their institution and move to the new seats of learning. Bologna did not stand by and it too made offers. In 1280 the Spanish Canonist Garsias was brought to Bologna to add lustre to the University with a salary paid by the municipality. A century later Bologna had twenty-three teachers on the law faculty alone whose salaries were paid by the municipality.

The payment of salaries by the municipality was not the only evidence of the growing power of the state over the university. A board appeared in the various cities to supervise the institutions. At Bologna the board was called the *Reformatores Studii*. The Statutes of Pisa and Florence placed the universities there under boards of *Reformatores* or *Officiales*. By the sixteenth or seventeenth centuries student control had been completely broken by the consequence of these actions. Through this the municipality became the supreme controlling body of the university.

In the early days of the university the students realized their purposes with their power, and then the reins of government rested in

their hands. Later when the power of the state proved more effective in achieving community purposes against those of the students, the power of the students declined. A board to represent the state supervised and directed the actions of officers who had once been the agents of the students. Governmental control passed from student to the municipality; from the hands of one group which had an objective and the power to obtain it, to another group with other ends and with greater power.

II. THE UNIVERSITY OF PARIS

During the twelfth century the great cathedral of Notre Dame hovered over a cluster of schools scattered around it. These had little or no organized structure or interrelations. Essentially they were schools for the clergy, training institutions for the various schools of scholastic philosophy. As new bodies of knowledge appeared, other schools developed to deal with them. Near the close of the twelfth century the teachers of the several schools started a movement for organization. Written statutes appeared about 1208, and papal recognition came about the year 1211: a brief of Innocent III authorizing the election of a proctor from the faculty to represent the corporation at the papal court.

When fully developed, this organization—which came to be called a university—consisted of four faculties, each teaching one of the four subjects which were then believed comparable to the four streams of rivers flowing to Paradise: Divinity, Medicine, Law, and the Arts. Because of the numerous students and masters, the Arts Faculty subdivided into four nations. These four nations, whose membership consisted of faculty and students, selected the head of the university from the faculty, bestowing the title of Rector upon him. In time the three other faculties came to acknowledge the Rector as the directing head of all.

The authority of the Rector did not go unquestioned, and neither did the faculty's right to organize. From the very first the Theological School had a Chancellor appointed as its academic head by the local Bishop. From the faculty's point of view theology was the highest knowledge, and therefore the head of the Theological Faculty should occupy the highest office. In fact in the early stages of the university's development the Chancellor acted as the real controlling head of the university. From the struggle between the Chancellor and Rector over

who should dominate, the University as an organization took shape. The Faculties reacted against this academic head, and in their opposition rallied around the Rector.

The Chancellor held certain power over the students and faculty. By tradition he conferred the license to teach, acted as judge of student conduct, and excommunicated and imprisoned those among the faculty and students who opposed his precepts. He was not a member of the university nor had he any say about whom the masters accepted into their association. The Faculty alone made these decisions. Since the Faculty possessed the right to select its own members, it forced the initiates to swear allegiance to the Faculty and to the Rector—and not to the Chancellor. Further, the Faculty threatened to go on strike if its rights were questioned, and actually put its threat into effect. Refusing to lecture and to hold classes gave the Parisian teachers great power.

The opposition of these forces resolved itself only upon intervention of the Pope, who sided with the Faculty. The Chancellor was forced to grant the license to teach, or the degree, according to the Faculty's wishes. The Pope even went further and removed the Chancellor's right of judgment. The struggle continued, but the popes in the following years supported the masters of the Faculty against the Chancellor. Here again was a group endowed with power and authority selecting and controlling an administrator whom they called the Rector. He acted as their agent and executor of their powers.

III. ADMINISTRATION AT OXFORD

As at Paris, the early students at Oxford studied theology or prepared for the offices of the Church. The most vital source of power and the sanction for their acts was the Church. Holding no power themselves, the scholars clothed themselves in the strength of this religious institution. The first Chancellors of the University were appointed by the Bishop of Lincoln, the nearest representative of the Church. Being supported by neither state nor society in general, the Masters could give their Chancellor little means of effecting his ends as an administrator. The Bishop, therefore, granted him power to act and carry out his decisions. In time the Masters grew stronger and the authority of the Church was eliminated. The Masters elected their own Chancellor and endowed him with their own power.

In the fifteenth century the Chancellor ceased even to reside in Oxford. Two proctors carried on his administrative duties, and he became a patron *in absentia*. Men of political power held the office who had influence in court. The office drifted into a purely honorary one. In 1571 an act of Parliament incorporated the University endowing the organization with state powers. In 1631 a Council appeared to carry on the administrative activities determining basic policy and its execution. This Hebdomadal Council or Board consisted of the Chancellor, the Vice-Chancellor, the ex-Vice-Chancellor or the prospective Chancellor and the Proctors, as well as some faculty representatives.

The middle of the nineteenth century brought about marked changes in the administrative structure. The Government appointed the first of a series of Commissions to investigate the operations of the University. As a result of the Commission's reports the Act of 1854 reconstructed the administration increasing the representation of the faculty on the Hebdomadal Council. In 1877 another Commission was created directing changes in the University's methods of operation.

However, throughout this changing administration one fact remains preëminent. Groups with power came and went at Oxford, but the function of the administrator remained fixed. Whether he acted as an agent of the Church, the Faculty, or the State insofar as State Commissions directed his activities, he was an agent of a group who endowed him with power and the authority to act for them. He acted not under his own power, but in terms of power from sources external to his own office.

IV. ADMINISTRATION AT THE GERMAN UNIVERSITY

At the time of the founding of the first German Universities, no unified German nation existed. A group of politically, economically, and somewhat philosophically independent states headed by various princes made up Germany. These princes accepted the responsibility for maintaining the well-being of their subjects, and as a part of this objective they founded universities. As a consequence the university grew as an instrument of the government of the particular territory of its location.

The procedure of founding a university involved few complications. A German prince applied to the Pope for a Bull granting the

right to found a *Hochschule*. The head of spiritual Christendom authorized the foundation and granted it all the privileges of existing universities to teach, to promote scholars, and to grant degrees. Being the interceding prince of all the faithful in every land, his universality endowed the degree with greater universal significance. This power, channeled to the university, gave the German universities their only claim to being a *studium* of general and catholic nature.

The first of the German universities, Prague and Vienna, organized themselves into dual bodies. The instructional staff divided itself into faculties to teach, hold examinations, and confer degrees. Each faculty elected a dean as its directing head. For administrative control the entire university, teachers and scholars formed themselves into nations after the model of Paris. Over the entire university the nations placed the Rector, who could be selected from the student body. In time the nations became obsolete, and administration functioned through the structure of faculties, deans, and the Rector.

Following the Reformation the power to found a university passed from the popes to the respective sovereign princes. The various states which these princes ruled protected and fostered universities, the princes giving money constituting the first endowments. As the state developed into a more inclusive institution directing its attention to providing for everything in a particular country, the situation led to the absorption of the universities into the general educational system. With the unification of the German states under the Prussians, the universities as well as the whole school system became creatures of the state.

The structure of administration in the state controlled university was headed by the Rector or Pro-rector. Chosen by the professors meeting as a senate, his name passed to a Chancellor for approval. This officer represented the state as a whole in the general capacity of sponsor or inspector of the university. Upon his suggestion the prince approved the nomination. In some cases the prince had himself appointed as Rector to bring more power to the administration of the university. After the Prussian unification the Minister of Education at the nation's capital controlled the formerly provincial institutions. The Chancellor then reported to the Minister instead of to his local prince.

This particular structure operated quite efficiently for the Nazi regime. No changes needed to be effected except that the Minister

of Education made the various Rectors of the universities more powerful and left less and less power in the hands of faculties. Finally the faculty held no power and all matters were decided in terms of National Socialist planning. The Rector literally became the Führer of the university. He assumed complete responsibility for administering the university and was completely subordinate to the Minister of Education. The Rector in consultation with the Minister named the Deans. Even degrees bestowed first required the approval of the Minister.

At all stages in the development of the German university, administration channeled power from external sources to the individuals working with the institution. In the days of founding the *Hochschulen* the chief administrator, the Rector, acted for the founding prince. Under the Prussian state the Minister of Education of the Berlin government approved the Rector's appointment and thus implemented the government's purposes with the selection. The Nazi enslavement merely broadened the power of the Minister to control the university and extended an age-old tradition of state control.

* * *

Out of this historical analysis it appears that the president of a university, or the chief administrator, by tradition has performed two functions. First, the supporters and patrons of the university channel power through him in accordance with a stated policy or set of objectives. As a result, they hold the administrator responsible for the achievement of those objectives. Second, the administrator is charged with the execution of tasks necessary to maintaining the institution, a particular part of which he may delegate to others. Whether the source of that power changes or not, the basic function of the administrator remains the same. Whether the student body as in the early Italian *Universitas*, whether the faculty as at Paris, whether the state as at Oxford and the German university, the source of power endows its selected representative with power to execute its policies.

The answer to the first of the questions can now be stated. The function of the administrator, whether president, chancellor, or rector, is to act on the authority given him by the governing body of the institution. The office has no power other than that granted by this body, whether students, faculty, church, or state. The evil then that

the scholar should direct his attention to is not the administrator, but the administrator's source of power for whom the administrator acts. The scholar then must turn to the motives of the governing body in creating or supporting the universities. These motives which lead students to form organizations, the state, the faculty, or the church constitute the source of the scholars' contention. Antagonism toward the administrator is unjustly directed.

We come then to our second question as to whether unscholarly business values are destroying the university. Are the values of those supporting the American university delaying the advance of knowledge? That depends on what those values are and for what reasons the American university was created. To what ends have American institutions of higher education been brought into existence? If the students, faculty, church, or state brought European institutions into being, who have been the sources of power for the establishment of American universities and colleges? For what reasons were universities founded and why have they continued to receive support? This we shall have to defer to a later article. For now we have answered one of our questions: the administrator is a channel of power granted him by the governing body which creates and supports the university. He executes policy and delegates that power to others of his staff within the limits of his source of authority.

A Study of College Enrollment Potential from Indiana High Schools

HARLAND W. WHITE

INTRODUCTION

IN VIEW of all the predictions that college enrollments will continue to increase, it is desirable to make a study of the demand that may be made upon the colleges and universities by students now enrolled in Indiana high schools. The principals of Indiana high schools were asked to co-operate in such a study by completing a short questionnaire on enrollment trends.

Questionnaires were mailed to 850 high school principals; replies were received from 540 or 63.53%. Fifteen of the replies were not fully complete and were not used in the study. Since the interest is in trends rather than in numbers, the high school principals were requested to compare this year's enrollment to that of last year in each high school grade rather than to give actual enrollment figures. The same type of request was made concerning the students going to college.

For tabulation purposes the schools replying were arbitrarily divided into three groups: those having enrollments of from 1 to 100 (median 66); those having enrollments of from 101 to 500 (median 165); and those having enrollments of above 500 (median 916).

Will more students graduate from high school?

It must be remembered that the weighted product figures are indices and are not actual enrollment figures.

The ninth grade section of Table I shows that 82 of the small schools reporting have ninth grades which are larger than last year's ninth grade, 72 schools have smaller ninth grades this year, and 81 schools have ninth grades which are approximately the same as last year's ninth grade. In other words there are 10 more schools showing an increase than a decrease—a net change of +10. In the same manner, the schools with enrollments from 101-500 have a net change of +1, and the schools with enrollments from 501 up have a net change of -3. The total weighted product is then -1923 which, when

compared with 106,918, indicates that there are 2 per cent fewer ninth grade students in the reporting schools than there were last year. Likewise, there are 17 per cent more tenth grade students in the

TABLE I
THE NUMBER OF SCHOOLS REPORTING AN INCREASE, DECREASE,
OR APPROXIMATELY THE SAME IN EACH HIGH SCHOOL
GRADE AS COMPARED WITH THE ENROLLMENT IN
THE SAME GRADE LAST YEAR

Enroll- ment	In- crease	De- crease	Approx. the Same	Net Change	Enroll- ment factor (1)	Weighted product (2)	(3)
Ninth Grade							
1-100	82	72	81	+10 X	66	+ 660	15,510
101-500	81	80	70	+ 1 X	165	+ 165	38,280
501-up	15	18	21	- 3 X	916	-2,748	53,128
Total Weighted Product						-1,923	106,918 - 2%
Tenth Grade							
1-100	87	60	88	+27 X	66	+1,782	15,510
101-500	102	51	79	+51 X	165	+8,415	38,280
501-up	23	14	21	+ 9 X	916	+8,244	53,128
Total Weighted Product						+18,441	106,918 +17%
Eleventh Grade							
1-100	76	62	97	+14 X	66	+ 924	15,510
101-500	79	59	94	+20 X	165	+3,300	38,280
501-up	17	18	23	- 1 X	916	- 916	53,128
Total Weighted Product						+3,308	106,918 +3%
Twelfth Grade							
1-100	85	72	78	+13 X	66	+ 858	15,510
101-500	100	58	74	+42 X	165	+6,930	38,280
501-up	18	12	28	+ 6 X	916	+5,496	53,128
Total Weighted Product						+13,284	106,918 +12%

(1) In order to combine the figures for schools of different sizes, the net number of schools showing a change in enrollment had to be multiplied by some weight factor. The median enrollment for each enrollment group was used as this factor.

(2) The net number of schools showing a change in enrollment was multiplied by the weight factor.

(3) For comparison purposes, the total number of schools reporting in each enrollment group was multiplied by the enrollment factor (median enrollment) for each group.

reporting schools than there were last year; 3 per cent more eleventh grade students than there were last year; and 12 per cent more twelfth grade students than there were last year.

The data in Table I indicate that the number of high school stu-

dents which will be graduated in 1948 and in 1950 will be somewhat above the number which was graduated in 1947 but that the number which will be graduated in 1949 and 1951 will not be significantly above the 1947 level.

WILL MORE HIGH SCHOOL GRADUATES GO TO COLLEGE?

The second factor that affects college enrollment is the percentage of high school graduates that will go to college in comparison to previous years. High school principals were again asked to indicate an increase, a decrease, or approximately the same percentage rather than to try to estimate actual numbers. The principals were also asked to indicate whether the trends they checked were considered per-

TABLE II
THE NUMBER OF SCHOOLS INDICATING THAT THE PERCENTAGE OF HIGH SCHOOL GRADUATES GOING TO COLLEGE IS ON THE INCREASE, ON THE DECREASE, OR APPROXIMATELY THE SAME

Enrollment	Approximately same			Increase			Decrease		
	Permanent	Temporary	Total	Permanent	Temporary	Total	Permanent	Temporary	Total
1-100	129	7	136	67	15	82	7	10	17
101-500	102	7	109	95	19	114	4	5	9
501-up	25	3	28	23	6	29	1	0	1
Total	256	17	273	185	40	225	12	15	27

manent or temporary. Table II tabulates the principals' answers to these two questions.

Table II shows that over one-half of the schools reporting do not see any change in the percentage of high school graduates who go on to college; 27 schools report a definite decrease in the percentage of their graduates who go on to college. If the number of schools reporting a decrease is subtracted from the number reporting an increase, the result is the net number of schools reporting an increase. Table III, below, shows a breakdown of this group.

Table III shows that slightly over one-third (37.7 per cent) of the high schools reporting are having an increase in the percentage of their graduates who go to college. Slightly less than one-third (32.9 per cent) consider this trend to be a permanent one. It is of interest to note that there is less increase of interest in college in the small (rural) school than in the urban areas. It is also of interest to note

TABLE III
THE NUMBER AND PERCENT OF SCHOOLS (NET INCREASE) INDICATING THAT THE PERCENTAGE OF HIGH SCHOOL GRADUATES GOING TO COLLEGE IS ON THE INCREASE

Enrollment	Permanent increase		Temporary increase		Total	
	number	percent	number	percent	number	percent
1-100	60	25.5	5	2.2	65	27.7
101-500	91	39.2	14	6.0	105	45.2
501-up	22	37.9	6	10.3	28	48.2
	173	32.9	25	4.8	198	37.7

that urban schools indicate a much larger percent of temporary trend than the rural schools.

CONCLUSIONS

1. Data received directly from Indiana high school principals should provide a more reliable criterion for estimating trends in high school enrollment and the percentage of high school graduates who go on to college than any other source. From these criteria Purdue University should gain a more accurate appraisal of the demand from within Indiana during the next few years. The out-of-state demand can always be controlled in accordance with policy as a state institution.

2. The number of students graduating from Indiana high schools will be slightly above the 1947 level in 1948 and 1950.

3. The number of students graduating from Indiana high schools will be approximately the same as the 1947 level for the years 1949 and 1951.

4. There will be no consistent surge upward in the number of graduates from Indiana high schools during the four year period covered by this study.

5. The data show no relationship between the size of the school and any increase or decrease in number of high school graduates.

6. A net increase of 37.7 per cent in the schools reporting indicates that there is an increase in the percentage of high school graduates who go to college.

7. A net increase of 32.9 per cent in the schools reporting indicates that they expect a *permanent* increase in the percentage of high school graduates who go on to college.

8. The percentage of small schools indicating an increase in the percentage of high school graduates going on to college is smaller than in the larger schools. This would suggest that the number of applications received for the Schools of Agriculture might not keep pace with any increase in applications received for other schools.

9. Large schools (urban) indicate a much larger percentage of temporary increase trend than the small (rural) schools.

10. No attempt has been made to consider possible effects of changing economic conditions. How much the possibility of such changes may have affected the replies to questionnaires is not known.

11. The evidence indicates that the percentage of high school graduates who go on to college will continue to increase as it has for many years. There is no evidence that the rate of increase will be appreciably greater than it was for the fifteen year period prior to the war.

12. Enrollment data indicate that the actual number of Indiana high school students who go on to college will continue to vary from year to year but that these variations will not be of sufficient magnitude to create serious admissions problems for colleges and universities.

13. There is no evidence in this study to indicate that an increase in the percentage of Indiana high school graduates who go on to college will be sufficient to maintain the abnormally high enrollment now resulting from veterans in school. Therefore, Purdue University, at least until after 1953 or 1954, should expect a decrease in enrollment unless a greater proportion of non-resident students is admitted.

APPENDIX

Enrollment	Number of schools reporting	Median enrollment
1-100	235	66
101-500	232	165
501-up	58	916
Incomplete	15	
Total	540 or 63.53%	

The following is a copy of the questionnaire sent to high school principals:

1. Compare your Freshman class with last year's Freshman class Larger— Smaller— Approx. the same—
Compare your Sophomore class with last year's Sophomore class Larger— Smaller— Approx. the same—
Compare your Junior class with last year's Junior class Larger— Smaller— Approx. the same—
Compare your Senior class with last year's Senior class Larger— Smaller— Approx. the same—
2. Is the percentage of your graduating class which goes on to college on the increase— decrease— or approximately the same—.
3. Based on the knowledge of your own school and community, do you expect the percentage of graduates who go on to college to continue the trend indicated in (2) above? Yes— No—
4. High School enrollment—
5. Name of High School— Address—

The Essentials of a Student Personnel Program*

E. H. HOPKINS

INTRODUCTION

WITH a strong conviction that today we are confronted with more questions, and with fewer answers, than at any other time in history, I accepted the invitation to speak on the subject which has just been announced, with the hope that collectively, we can find some of the answers to some of the questions, while there is yet time to do something about them.

I am wondering if there is not fairly common agreement among us, with respect to what most of us consider to be the essential elements and qualities of a student personnel program. So far as I know, no modern educator denounces, at least publicly, the "student personnel point of view," which is so well known to all of you, and which I shall discuss briefly a little later on.

At this point, let me state very briefly the outline of my paper. It may be helpful to you in tying it all together: First, I shall merely list those essential and specialized student personnel services, which in one form or another, must be provided as an integral and inseparable part of any program of higher education. Secondly, I shall list a group of basic and fundamental principles and assumptions, which are just as essential as the student personnel services themselves. Thirdly, I shall make a plea for "optimum", instead of "minimum" essentials in student personnel work, and education generally. Fourthly, there is a degree of urgency about all this which we as educators, and as citizens, have not fully appreciated, or, if we have, we have done little about it. And lastly, I wish to single out for special consideration and discussion, two of the eleven principles which I shall propose.

ESSENTIAL STUDENT PERSONNEL SERVICES

For the sake of brevity, I shall merely list eleven specialized student personnel services which I consider to be essential to a sound

* The opening address at the annual meeting of the American College Personnel Association, March 29, 1948, Chicago, Illinois.

program of higher education. Each of these could be discussed at length, but let us merely assume that each of these services should be organized, co-ordinated, and integrated into the total educational program in a sound and effective manner. With this assumption, I shall eliminate further discussion with respect to the hows and whys of these eleven essential services. They are as follows:

1. A program of pre-college counseling, selection, and applicant-centered admissions.

2. An organized program for diagnosis and counseling of students. This includes both intensive and clinical counseling, as well as the normal day-to-day educational and personal counseling provided by the faculty and other less professionally trained counselors.

3. An effective orientation program, spread throughout the entire first year.

4. Remedial assistance in various areas, for those students who need it.

5. Definite provision for the supervision, co-ordination, and integration of the "co-curricular" program on the campus.

6. A Student Health Service, providing professional services in areas of both physical and mental health.

7. An adequate program of supervision of living arrangements, including the food service program. This program must be provided in such a manner as to contribute to the maximum extent possible to the social-educational objectives of the institution, as they relate to the individual student.

8. A well-organized program for administering financial aids, student employment, post-graduate placements, and job follow-ups.

9. Special facilities for developing and evaluating the religious life and interests of students on the campus.

10. There must be devised and maintained an adequate system of permanent cumulative personnel records, which include pertinent information relative to all aspects of student life and student accomplishment.

11. At the present time, and for the next few years, a special service providing for the co-ordination of Veterans affairs is an essential part of the total program.

Admittedly, this list of specialized student personnel services is not an exhaustive one. Each of you probably can add others, but

generally speaking, these appear to be the most essential of the special services included in a comprehensive student personnel program.

BASIC PRINCIPLES AND ASSUMPTIONS

There are certain basic principles and assumptions which are just as essential as are the student personnel services themselves; hence, I should like to call attention to the more important of these:

1. First, of course, is the student personnel point of view, which I have already mentioned. It must be considered as the fundamental and basic principle underlying the total program. You are already familiar with this point of view; hence, as important as it is, I shall not discuss it further. It is well defined and described in the American Council on Education pamphlet, entitled *The Student Personnel Point of View*, published in 1937. In essentially the same form, and in 1938, it was adopted as the first chapter of the charter of this association. It is just as up-to-date in 1948 as when it was adopted in 1938. Certainly, I shall not attempt to improve on that definition or description of the general philosophy of student personnel work. Furthermore, since it is so well described in the charter of this organization, I am obviously aware that I am not telling you anything new.

2. The second principle, to which I have also referred briefly, is the necessity for thorough-going and effective co-ordination not only between and among the services and principles themselves, but between these services and the instructional program. This co-ordination must prevail both horizontally and vertically, not only within the institution but with the pre-college program and with post-college adjustments. A program of student personnel services, of and by itself, just does not exist.

3. Education, and the processes of education, are strictly individual processes. The individual student must be considered as a total unique personality. Consequently, education must be flexible to the needs of individual students. I am reminded of a statement made at this meeting, a year ago in Columbus, by Dr. Edwin S. Burdell, Director of the Cooper Union, when he asserted that "if a curriculum does not meet the needs of a given student, it is a poor curriculum for him, however much approved it may be by the pedagogical pundits who dreamed it up". This principle of considering the individual student,

as an individual, is absolutely essential to a sound program of education which is based upon the student personnel point of view. Furthermore, there is nothing in this principle which is in conflict with the social objectives of education: there is no dichotomy between education for the needs of the individual and education for the improvement of society.

4. Educational programs, policies, and procedures cannot be established, at least in a healthy manner, by administrative edict, or by fiat. These are matters demanding the combined wit and wisdom of the entire faculty—with the additional help of the students. In addition, such a democratic policy is psychologically necessary for the success of the program.

5. Another essential principle, at least as it applies in co-educational institutions, has reference to what I consider to be a psychological fallacy apparent in some institutions where separate and parallel organizational structures prevail, one for women students and one for men students. I, of course, have reference to the traditional "Dean of Men" and "Dean of Women" organizations. I consider it a sound principle to assume that the problems of men and women students on the campus are of the same order, and that the principles and methods for solving them are the same. Consequently, one program of services should be provided, not two. Both men and women counselors, teachers, and administrators are needed, and each should work with both men and women students—in one program.

6. The college campus, both in action and in spirit, must be made an efficient laboratory for training in democratic living.

7. While I have no intention, here and now, of listing all the principles or assumptions basic to education generally, there is another educational or psychological principle which I regard as being so closely akin to the objectives of student personnel services that I should like to mention it: I have reference to the concept of deferring the selection of a major. The actual process of selecting a major is an individual student process, and a mental process. Therefore, there can be no institutional edict which says categorically, to the student, that you may not select a major field of study until such and such a time. On the other hand, there should be a policy which prevents students from being forced into such decisions too early in their college careers. Along with this principle, goes a strong en-

dorsement of the principles and objectives of general education, but not to the exclusion of training for jobs. A strong and effective program of pre-college counseling, and high school-college articulation, will eliminate some of the reasons for a deferred-major policy, but it will not eliminate the need for general education.

8. As a principle, student discipline, in the broad as well as the narrow sense, must be judiciously administered and in such a manner that the individual student will be strengthened and the welfare of the group preserved.

9. As mentioned before, a student personnel program does not exist, *per se*, in spite of the tendency of most members of the faculty to think so and to act accordingly. Consequently, when we refer to the essentials of the student personnel program, we must necessarily refer to higher education generally. We simply cannot talk about student personnel work, in educational institutions, without talking about education itself. Student personnel services are education. We must assume that both the objectives and the methods of student personnel work, and of education generally, are absolutely inseparable, if not identical. Probably you are thinking that it is trite and hackneyed to be told this again—because I am sure that every person in this room subscribes to the principle that student personnel work is not merely a fifth wheel—but I submit to you that in most institutions, even where the essential student personnel services exist as such, the student personnel point of view has not permeated the faculty ranks, the administrative staffs, the curriculum committees, the admission boards, the reinstatement committees, nor the educational policies committees which are responsible for the educational practices within those institutions. The plain truth is that student personnel work still is considered by far too many faculty members, deans, and presidents simply as a fifth wheel, and they are not referring to the steering wheel. Consequently, it is imperative that you bring the entire faculty, administration, student body, and alumni into active and constructive participation in the practical implementation of the program. I shall say more about this later.

10. Related to the principle of faculty participation and to other sound principles of organization, I should like to take issue with one of the currently accepted university organizational patterns, which organizes the President's Office into four divisions; namely, the academic, the student personnel, the business management, and public

relations. This organization logically calls for a Dean of Faculty, a Dean of Students, a Business Manager or Comptroller, and a Director of Public Relations or Public Information. This is the current trend in the larger institutions. I am aware that on many campuses, it has been a struggle for status, particularly for the Deans of Students, or Directors of Student Affairs. I am indeed happy that on many of these same campuses, the Deans of Students now have parallel positions with Deans of Faculty. That is appropriate. However, I do not concur with an institutional organization which permits the student personnel program on the one hand, and the academic program on the other, to be so separated that they are brought together only by the president. I know of no president who has the time really to integrate these two equally important educational aspects of the program. Consequently, in the larger institutions, I recommend an Educational Vice President, whose first job, and whose most important job, is really to bring together, almost into one, the instructional program and the student personnel program.

11. There must be a principle, a policy, in fact a plan for continuous appraisal and evaluation of the program and a willingness to adjust and readjust it to fit changing conditions. Closely related to this principle, in fact a part of it, is the compelling need for curricular and student personnel research at all levels of the higher educational ladder, but most importantly at the post-graduate level, i.e., a follow-up of our graduates, and for that matter, of all others who leave our schools before graduation, in order to find out what the results of our particular brand of education are. Just how effectively are we doing what we propose to be doing? This point, also, I shall discuss later.

I have outlined briefly what I consider to be the essential student personnel services in higher education, eleven of them. I have supplemented this list of services with certain basic or fundamental principles underlying their implementation. There were eleven of these. There is absolutely nothing new about any of them. These are the services, the facilities, the special bureaus and offices, the specially trained staffs—and the basic principles—for which we have been striving in our more progressive institutions for the past ten to twenty years. In the majority of our institutions, we now have most of these services in one form or another. What more do we want? Where we have had these services, just how adequate and how effective have

they been? To what extent have they served their intended purposes, particularly to the masses of the students? And what changes are we going to make, or can we make, if and when the goals of the President's Commission on Higher Education become a reality, that is, with reference to increased enrollments?

TOO MUCH EMPHASIS ON "MINIMUM ESSENTIALS"

Upon a more penetrating reflection about the real meaning of student personnel services, the real meaning of education itself, and their common if not identical objectives, I am wondering if we cannot take a fresh and more timely view toward the student personnel program and, in fact, higher education generally.

In the first place, I am reminded of the Office of Education publication, published, I believe, in the middle 'thirties, entitled "Minimum Essentials of a Guidance Program"; for our purposes, it might just as well have read, "Minimum Essentials of a Student Personnel Program." I fear that too many of us, and our deans, our presidents, and our governing boards, think too frequently in terms of *minimum* essentials, when thinking of the student personnel program in our respective institutions. Why should we put ourselves so clearly on the defensive? Why should we show such lack of confidence, such half-heartedness, such weakness of moral courage, when we try to sell the student personnel point of view, and the kind of program which will put that point of view to work? That point of view, with which we are all familiar and to which we all subscribe, is of little consequence until and unless we put it to work in rather concrete and practical situations. If higher education generally is going to face up to the tremendously urgent and complicated social, economic, and political issues in our fast-moving and relatively unguided civilization today, we must stop thinking about minimum essentials, minimum facilities, minimum qualifications, minimum salaries, minimum evaluation, minimum research, minimum standards, and minimum services to the individual and to the community. Indirectly, we have been apologizing for what we have to offer, by asking merely for minimum essentials. Perhaps we have not called them that, and in some cases probably we have not even been aware ourselves that we were seeking merely minimum essentials.

If we really want to make education effective, if we really want to prepare individual students for effective and full living, if we really

want to save civilization and democracy, within the time limits which may be upon us, let us start defining the *optimum* essentials of education, and gear these essentials, and their practical implementation, to the immediate problems facing education today. Let us direct our thinking, and therefore our actions, toward the maximum potentials from optimum conditions, rather than toward the limited potentials from minimum conditions. Without this kind of forward thinking, without this courage to face reality—and I mean facing reality in 1948, not in the distant future—we might just as well toss whatever strength we have into the military machine and wait for the consequences.

URGENCY FOR MORE EFFECTIVE HIGHER EDUCATION

In asking for optimum conditions we must stress the urgency of our purpose, and we must also get across the idea that we have no vested interests, no selfish motives, no axes to grind, but that these conditions are essential, and essential now, if we are to do the kind of job we must do—for our own survival.

The recent report of the President's Commission on Higher Education certainly is not based upon minimum essentials. It is the most forward-looking, most sensible, and most practical approach to higher education generally that I have yet seen. I am thoroughly convinced that our respective institutional publics will willingly, even enthusiastically, support an optimum program for higher education, provided we can produce the evidence for its need, plus the evidence of our ability to produce tangible results. These two provisos, and particularly the latter one, place a tremendous responsibility upon our own shoulders. I pray to God that we are big enough for the job.

The situation is both critical and urgent, further complicated by emotions of fear, distrust, prejudice, selfishness, indifference, and general uneasiness.

This uneasiness and its consequent fearful speculation are very real, and undoubtedly represent a significant cross-roads in civilization as we know it. The first question is "Can we survive?" and the second, "How can we adapt ourselves to the new age if we do survive?" In either case, the cross-roads unquestionably is here. But let us concentrate on the first question; there is no time in this discussion to concentrate on the second. What consequences are likely, if we become a world frightened by our own disorganized efforts to

cope with it? If fear is an individual's greatest enemy, as the psychologists say it is, it is a far greater enemy of a nation—or of a world—because in an individual, therapy is more easily and more effectively administered. We must meet this world-wide fear with understanding and with education. We must meet distrust, prejudice, selfishness, and indifference, likewise, with understanding and with education. How else can we bring about changes in the attitudes and motivations of individuals, except through education? But do we have the stuff in ourselves and in our ranks to provide the leadership needed in these critical times? I am confident that we do have, but it is absolutely essential, and essential now, that organized education in this country come decisively to grips with the worldwide crisis of mankind. We cannot afford to let this crisis just take its course.

President Hutchins has made an apt statement, in speaking of college administrators generally, and I am strongly inclined to believe that his statement characterizes both you and me, regardless of our particular jobs. He says, in effect, that we get ourselves so busy with the immediate and urgent problems of our jobs that we never have the time, nor do we take the time, for the really important matters needing our attention. I believe rather keenly that we get ourselves so wrapped up and so involved in our jobs, and in our daily routines—and many of them *are* routines—that we have not taken time out to provide whatever leadership and attention we are capable of providing in matters related to the really important issues in education and to our national and international situation. We get ourselves so tied up with details and seemingly immediate and urgent matters, that we fail to view our jobs, our institutions, our students, and particularly our products, with the kind of perspective needed for objective, or even subjective, evaluation of what it is we are trying to accomplish.

The second urgent and compelling reason for a fresh view and a revitalized program of higher education based upon the student personnel point of view is the fact that too often our graduates simply do not measure up to our expectations, to their own capacities, nor to the demands of the society of which they become a part. While there is continuously mounting evidence which clearly indicates this weakness in higher education today, for the sake of brevity I shall use but a few references. Perhaps the overall problem in this connection is nowhere better summarized than in the Editor's Foreword to Robert Pace's report of the Minnesota study, completed just prior

to the war, entitled *They Went to College*. I am aware that this study has been widely quoted, but I hope it is repeatedly quoted, especially to audiences of educational administrators and college faculties generally. This foreword, as you would expect, is based upon the findings of the study, in which Pace reported on the differences between college graduates and non-graduates, at the University of Minnesota.

We need desperately to know why there appears to be little or no difference between graduates and nongraduates, between high-ranking students and low-ranking students, after they have been a decade away from the campus. Why most of them appear to want security and contentment instead of taking a vigorous delight in "looking upon the bright face of danger" and welcoming blood-stirring change. Why, if we have taught them—far above their fellows—to think critically, they are in after-college years so obviously uncritical and inconsistent in their thinking. Why, if we have taught them to read good books, most of them read only "slick" magazines of huge circulation, newspapers, a few books of a standard below that of the freshman English class. Why, in a democracy, the most highly educated people we have, fail so miserably to engage in community and political activities.

With respect to the personal lives of the graduates and non-graduates, let me quote from the summary:

The General College faculty, however, were led to ask pointedly whether or not colleges should feel satisfied with the picture described here. Their overwhelming conviction was that they should not.

One of the factors giving rise to this dissatisfaction was that in almost none of the many activities and characteristics surveyed were there any differences between the graduates and nongraduates. Those who completed their college programs were no different in any notable respect from those who failed to complete them. What few differences there were seem almost random or accidental rather than expected outcomes of an additional two or three years of college training.

And, from page 78 of the same study, I quote:

If these scattered and limited differences between graduates and nongraduates represent the measure of effective education, then it behooves educators to take more specific, direct, and active responsibility for the life goals, philosophies, personalities, cultural interests, and recreations of the young people with whom they work.

Much more could be said with respect to the need for an effective student personnel program, one which is thoroughly meshed into the total educational program and which would be capable of producing products of which we could be proud. Just take a look at our attrition rate, throughout the country, where from fifty to sixty-five per cent drop out before embarking upon the third year of college. Just take a look, without even a pretense at scientific evaluation, at the appropriateness and effectiveness of the training which, from year to year, is being given those who do drop out along the way. Just find out, in your own institutions, what percentage of *your* students do not know what occupational objectives they wish to follow, or for what general occupational pattern they are best fitted. Just find out, in your own institutions, the extent to which individual students are following intelligent and planned college careers. Just find out, if you can, on your own campus, how many who would be far better adapted to terminal and more practical training, are still endeavoring to conform to high academic requirements, demanded by prescribed curricula leading to the bachelor's degree.

While this picture is a rather discouraging one, representing a combination of a critical, serious, and urgent national and international situation, and what appears to be an inefficient and ineffective educational system, I do feel that there are ways out. My faith is still stronger than my fears, but faith, and faith alone, is of little value if used as a cloak. We must be realistic. This is no time to play ostrich. With American optimism what it is, and since we have not only the proved capacity for effective *esprit de corps*, but also the proved capacity actually to do things, let us examine the problem from the more positive side. The force of necessity, in America, still remains a powerfully strong psychological weapon, but we cannot stand idly by.

Although I do not recall the specific reference, I recall reading not long ago another article by President Hutchins in which he made some such statement as this:

As a means to a peaceful world, education is either everything, or else it is nothing; if it really is everything, then it should be encouraged, implemented, financed, and made to work; if on the other hand, it is nothing, there should be no more time nor money wasted on it.

I think we agree on the fundamental importance of education; I think we agree that it *is* everything, so far as progress is concerned. We agree on the wisdom of the student personnel point of view in education, but apparently we have had little agreement on what constitutes the most fruitful means of putting this point of view and education to work.

TWO POSITIVE APPROACHES

In the light of this setting: first, a war-torn, tattered, and unstable world; second, a rather unenviable record of civic and social participation and contribution on the part of the average college graduate as compared with non-college graduates; and, third, a heterogeneous and conglomerate mass of student personnel and educational practices being used and misused throughout our respective institutions, I should like to focus more attention on two of the eleven essential principles which I mentioned at the beginning of this paper: first, the principle of getting active faculty participation in the implementation of the student personnel point of view, and secondly, the need for many more facts, i.e., curricular and student personnel research. While all of the principles and assumptions outlined earlier are important, I feel that the greatest immediate need is for the practical implementation of these two postulates.

Regarding the first: if we are going to have an effective educational program, based truly upon the student personnel point of view, that point of view must be known, believed, accepted, and practiced by the teaching faculty, by the administration, and by those responsible for the specialized services within the institution. In your efforts to secure this participation, likely you will succeed in getting ready acceptance of your objectives and purposes, but the translation of these into action patterns has been the more difficult hurdle. And yet, we have talked and we have talked and we have talked about these objectives, in high sounding and highly acceptable terminology; but if we really mean what we say, we must devise the means to accomplish this objective. This is essential—but "How?" This is where you come in—in fact, it is your first essential. We must first create an organization, a faculty, in fact an institution, which by its composite and co-ordinated efforts, by its sound educational policies which will have been put into action, will do for the masses what a few counselors and a few instructors have been trying desperately to do for too

few students. Certainly, I do not mean that you will eliminate the need for individual counseling by specially trained and qualified workers. We shall always need the specialists, and probably more of them than we can expect to get—but we shall get far greater results with the masses of our students, if we provide on a wholesale and preventive basis, what we have been attempting to provide on a retail and therapeutic basis. It is comparable with the effects of a public health program. You need relatively fewer physicians in a community having an intelligent and carefully administered public health program than in communities where no such program exists. Such are the possibilities of an educational program when all of its forces are brought to bear upon common objectives.

This would be merely empty mouthing if I did not believe that we can go a long way, in a relatively short time, toward the development of this kind of a program. You are the people who must carry the torch; each of you must become something of a crusader, and maintain that zeal and enthusiasm, along with a necessary amount of patience and diplomacy, until the process begins to "take." More than ever before, you must devise better means of informing your faculties, and doing it repeatedly, of the significance of the student personnel point of view. In weekly or periodic staff bulletins, report and review individual cases, report and review the kind of facts which Pace reported in the study of the 951 graduates and non-graduates of the University of Minnesota. If possible, find out these facts from your own institution and your own students. Also, report continuously and repeatedly what other institutions are doing, significant, urgent, and compelling statistics on such matters as student failures, student drop-outs, the criteria for success and the reason for failure on post-graduation jobs, and the failure of college graduates to assume more than a minimum of civic responsibility.

If no such weekly or bi-weekly staff bulletin exists in your institution, create one, with the support and participation of the important policy committees of your institution. There is a virtual wealth of current, factual, pertinent and suggestive information available, which if handed on to our faculties and administrators, I am positive would stimulate both thought and action.

While heretofore on our own campus we have published some such information in our weekly staff bulletin which is a combination news sheet and campus calendar of events, I have in mind creating a

news staff bulletin, to be devoted exclusively to matters of educational improvements—policies, principles, facts, news, research results, surveys, and opinions which are pertinent to our own educational program. If sufficient and pertinent information could be gathered, carefully screened, edited, or rewritten in a fashion for your own campus consumption, and then disseminated to your entire faculties, over a period of time, I think you might be amazed at the effect. Stimulate faculty discussions, faculty meetings, panels, visiting lectureships, radio programs, debates, and seminars on current issues in education. Ask faculty members to review, for publication in the weekly staff bulletin and for small group discussions, such books as Howard Mumford Jones' *Education and World Tragedy*, Donham's book on *Education for Responsible Living*, Cord Meyer, Jr.'s recent book entitled *Peace or Anarchy*, the Harvard Report on *General Education in a Free Society*, the A.C.E. *Cooperative Study in General Education*, or McGrath's recent book *Toward General Education*. There are literally dozens of such books, pamphlets, surveys and reports which should be called to the attention of your teaching faculties and administrators.

Why not prevail upon your President, your Dean of Faculty, or your budget committee for enough money—and it would take a surprisingly small amount—to purchase sufficient copies of the *Report of the President's Commission on Higher Education* so that each department in your college would have copies of the complete report, and insist that it be rotated among the members of the respective departments until all had read it? The reading of that report should be an absolute requirement of every person who justifies his name on a college faculty payroll. Also, for a very small budgetary consideration (75¢ per year per person), your institution can subscribe to *Higher Education*, the semi-monthly publication of the Higher Education Division of the U. S. Office of Education; I recommend it as a good investment by the institution in every single member of your faculty. If that cannot be done, I recommend it for all Deans, Directors, Departmental Chairmen, and the members of your curriculum and policy committees. Other publications of significant value, and of a form adapted for wide and economical circulation, are the *Intercollegiate Press Bulletins*, a weekly news letter devoted to current college events published by the American College Public Relations Association, and *What the Colleges Are Doing*, published

by Ginn and Company. From these three publications alone, in addition to your own professional journals, you will have enough source material to publish a short but extremely valuable weekly or bi-weekly mimeographed bulletin to your faculty colleagues.

How many of you take time, or make time, to visit regularly with members of your instructional staff to discuss with them common policies and procedures, institutional objectives and your joint responsibilities for achieving them, to encourage or solicit constructive criticism from them, to demonstrate through a discussion and consideration of their teaching and research interests that you understand and appreciate their important role in the overall educational program of the institution?

This year on our campus we inaugurated a series of monthly faculty meetings, for all members of our faculty; such meetings are devoted exclusively to lectures, discussions, and panels covering matters of current educational and faculty personnel policies. Although our faculty probably is as busy and overworked as the average faculty, I am happy to say that these meetings have been unusually well-attended and unusually successful. As a result we have set aside \$10,000 for next year, to bring to the campus outstanding authorities, consultants, and visiting lecturers on matters of current educational interest to the faculty.

Another example of the degree of genuine interest in, and willingness to participate in and contribute to, a dynamic program of educational improvement on our own college campus, was demonstrated a few weeks ago when I called for volunteer memberships on a large number of subcommittees of the Educational Policies Committee. It was understood that these subcommittees were to delve deeply into such matters as improvement of instruction and the relating of instruction to contemporary issues, integrated courses, instruction in community, national, and international affairs, student counseling, graduation requirements, a deferred-major plan, the integration of student activities into the educative processes, terminal education, how to teach worker education, and a number of others. With faculty members already "committed to death," you would be astonished to know that we had approximately one hundred and fifty faculty volunteers who indicated both an interest in, and a willingness to serve on, such committees. Those committees are going to stir up a lot of grass-roots thinking on the Washington State College campus

within the next few months, and the next year. Our faculty has just completed working out its own plan for faculty evaluation. This means appraisal of faculty performance and effectiveness in areas of instruction, research and publications, and in overall benefit to the institution and to the community. They have now asked that the faculty be evaluated by the students and by the alumni. They are deeply interested in self-improvement and in the improvement of instruction and education generally. Our faculty voted, as a result of their own deliberations, not merely to adopt a deferred-major plan, but to place the administrative responsibility for the entire lower division in the hands of the Dean of Students and his student personnel staff. This plan has been in operation for two years. They are sold on it and are improving it.

In connection with institutional committees, may I suggest also that you as student personnel workers have an important and urgent role to play in the determination and implementation of educational policies within your respective institutions. Therefore, you should see to it somehow that you and other selected members of your student personnel staffs are placed on such committees as the curriculum committee, educational policies committee, admission policies committee, and other important committees charged with policy determination functions. Also, on your important policy committees, place some of the best students on your campus. If you have not already tried this, I think you may be both amazed and pleased with the nature of the contribution which they can and will make.

The second postulate on which I wish to focus more attention has to do with the dire need for curricular and student personnel research to guide us in our policy determinations. How on earth can we expect to develop new curricula, new programs of study, proper combinations of general and specialized courses, integrated courses which we know are effective, adequate vocational and other counseling services, student activity programs which are supposed to train for democratic living, sound admission policies, sound re-instatement policies, and sound and defensible graduation requirements, when we do not even know what the effects and the results of our present curricula, instruction, and services are?

We set up admission policies without knowing what really makes for success in college. For example, we are still clinging to high school graduation and certain patterns of high school subjects, when

we have known for years that there is no scientific basis for believing that high school subject-matter patterns are related to academic success in college.

Each year we admit large new freshman classes, the largeness of the classes being made possible by the graduation of one group and the dropping out of another. Usually, the drop-outs will exceed the graduates; and yet, each year, for the most part, we continue to expose each new class of freshmen to the same curricula, the same requirements, the same rules, and the same services which had already eliminated more than fifty per cent of each preceding freshman class. For those who were not eliminated prior to graduation, i.e., those who succeeded in being graduated, we frequently do not even have their names on the alumni mailing list, to say nothing of our failure to know anything about what they are doing, how they are adapting to their jobs, or how successful they are technically and professionally. We do not know whether or not they have been able to cope with the complexities of society, whether or not they are leaders in their respective communities, whether they are criminals, or patients of mental hospitals. But—each year, it becomes our first order of business to take care of our new freshmen! That comes first!

Can you imagine any other big business, or even small business, which would continue production year after year, with heavy investments required year after year, without even an inquiry as to the quality and the substantiality of its product? Fortunately, for most manufactured products the consumers are the primary appraisers and evaluators of the products. To a certain extent, this is true with the consumers of college graduates—the employers; but when the graduate does not happen to measure up, it is the graduate's fault, not the fault of the school. It just could not be the school's fault—after all, look at all the good men who have been graduated from that school! Yes, even in spite of the school! Frankly, I do not really mean to say that all our curricula, and all our instruction, and all our services, are bad, I know they are not. But, I am saying that in most cases we do not know how good, nor how bad, they really are. We should certainly find out. In addition, we should know far more about the students who come to our campuses for educational training. Before we admit them, we should know something of their aptitudes, interests, and personality characteristics, as well as their scholastic achievements. We have no right to admit them, and then later to tell them

that we are sorry, but we just do not have what they need. Usually, we do not even tell them that; they struggle along for a year or two, and then discover for themselves that not only are they swimming upstream, but up the wrong stream. We need to know what the individual needs of our prospective students are, and in addition we need to know the overall pattern of individual, social, and employment needs of the regions which we serve, if we are to fulfill our missions to the best of our abilities.

In my opinion, the effectiveness of any educational institution, and therefore the effectiveness of its governing board, of its President, and of those others responsible for educational policies and practices within the institution, should be measured by the quality of the product which the institution produces. This, of course, assumes that the qualities and qualifications of the product would have to be measured, and measured consistently and continuously. It means, in all institutions, that such studies as the one reported by Pace at Minnesota should be made, and the data should be kept current. "But," you say, "this would cost money." I can only say that it would cost far less than what is now being spent providing teaching faculties, services, housing, and other provisions for the students who are swimming up the wrong streams, not to mention the loss of time, money, prestige, and face of each student in that category. Consequently, if we really are interested in developing an educational program based upon the student personnel point of view, let us find out a little more about the individual needs of those students who come to us for training, the social and employment needs of the regions which we serve, and the effects and results of the training which we are now providing for our students. This research is essential and you are the people who are best qualified and who are in the most strategic positions to carry it on. You are the persons to see to it that the findings of such research become the common property of your administration and your faculty.

Let me summarize briefly:

1. The essentials of a student personnel program consist of:
 - a. The student personnel point of view as applied to all educational processes;
 - b. A group of at least eleven specialized student personnel services, requiring specially trained counselors; technicians, and faculty personnel;

c. Certain basic and fundamental principles and assumptions which apply to all phases of the program. I specifically mentioned eleven such principles and assumptions;

2. We must strive harder than we have ever striven before for optimum conditions and the wherewithal to carry out an effective educational program;

3. We must devise countless practical and spirited means of transforming the student personnel point of view into institutional and faculty action patterns—not only as a long range objective, but as an immediate one;

4. Through scientific research we must get at the facts which are basic to an intelligent and effective program. We must know wherein we are now ineffective or weak;

5. There is a degree of urgency behind all of this which we can ill afford to ignore.

In short, all that I have been trying to say is that it is high time for us to come down from the ivory towers and face the urgency before us, follow the courage of our convictions, and develop an educational program which will bring about the full realization and meaning of democracy in action. This will mean an educational program which will turn out emotionally mature men and women capable, willing, and desirous of acting intelligently in a world where men depend upon men, and in a civilization which depends upon understandings among men. In the words of the President's Commission on Higher Education, "the responsibility for the development of these personal qualities [in our students] cannot be left, as heretofore, to some courses, or a few departments, or some scattered extra-curricular organizations; it must become a part of every phase of college life."

The Greatest Tragedy in College Personnel Work*

C. GILBERT WRENN

IT IS not easy for me to be humorous in a manuscript. I tried humor on this group several years ago at St. Louis. A parable was told about the characters Personnel, his mother, Mrs. Academic Work, a Doctor Statistic, and even Ferdinand the Bull was brought in. I thought it was clever and humorous, but I was the only one who laughed! So since I must perforce be serious this year, I thought I'd go the whole way and be tragic.

Before I put on my Hamlet robes, allow me to be a prologue reader and relate some of the cheerful things about developments in college personnel work. The assumption of responsibility for personnel functions is more widespread. Not everyone who talks about the need for student personnel work knows what he is asking for but the use of personnel procedures in the military and in industry during the war has made the term respectable. It is less often confused in spelling with the word "personal." This sounds as though I were trying to be clever and a little cynical. Not so. There is danger, of course, in a term's being bandied about too long, and acquiring an over-load of meanings. There is marked advantage, on the other hand, in not having to define and defend the general significance of a function each time you introduce the subject. Compare your experiences of the past year in this connection with those of ten years ago.

I could cheerfully spend some time on the subject of terms, but, then, I am not supposed to be cheerful tonight. I could tell you how I would gladly bury the word "guidance" entirely and use only the term, "personnel" with the appropriate adjective such as student personnel, industrial personnel, etc., in front of it. We could then speak in common terms with public schools and non-school agencies of "personnel functions," "personnel administration," "personnel research" and other concepts that are written into the Charter of this Association. I'd also relegate "counseling" to its appropriate position

* Presidential address given at the national meeting of the American College Personnel Association, Stevens Hotel, Chicago, Illinois, March 29, 1948.

as one of a number of personnel functions and not have it substituted in people's thinking for the entire personnel program.

The demand for student personnel workers has been and is acute. This is a sign of growth and a cause for cheerfulness. At almost any one time during the past year I could have named ten or fifteen places where they were looking for an individual to fill some type of personnel job. Each of you who is training personnel workers could testify similarly. This demand and the relationship of our association to it is being recognized in our proposed Directory Information Service. Such a demand has its serious dangers. The present supply of qualified people is not adequate. Furthermore, when trained workers are appointed they are not always given responsibility commensurate with their qualifications as professional people. These dangers are too obvious to need analysis here, but they cannot be forgotten.

There has been progress in the technical tools and procedures made available to personnel people. Objective and projective appraisal tools, individual and group therapy procedures, occupational analysis, mental hygiene procedures in discipline and adjustment are illustrations of technical developments. There is less of an authoritarian, paternalistic flavor to our relationships with students and more emphasis upon individual initiative and responsibility. The housing and social environment of students is taken seriously with the college assuming more responsibility for environment. More could be said. There is healthy growth, even healthy friction. But where are we *failing* most seriously? Professional people may worry too much about themselves but where worry exists I have hope. I am far more afraid of complacency and crystallization. So let us worry a little about our field of work. At what critical points should we examine the student personnel program in each institution? There are four such points, the last of which I believe to be most pervasive and therefore the greatest tragedy.

I. JOB AND TRAINING STANDARDS

The first of three minor tragedies in the present day student personnel field is the lack of commonly accepted standards of performance and of professional preparation. Had the Board of Representatives of the Council not chosen as its theme the Status of Personnel Work as a Profession, I would have taken this subject for my address to you. It is my personal belief that college personnel work is not a

profession upon several counts, the chief of which is its immaturity in this matter of standards. Some of you were present at the University of Minnesota 25th Anniversary Institute last November when Dean Darley and I analyzed the status of student personnel work as a profession. Between us we applied eight criteria of professional status to this field. They were as follows:

1. The application of standards of selection and training
2. The definition of job titles and functions
3. The possession of a body of specialized knowledge and skills
4. The development of a professional consciousness and of professional groups
5. The self-imposition of standards of admission and performances
6. The legal recognition of the vocation
7. The development of a code of ethics
8. The performance of a socially needed function

We concluded that only in the possession of a body of specialized knowledges and skills had we achieved reasonable maturity. In the other seven we are merely on the way. By some criteria, such as job definitions and standards, and legal recognition, we are only a few inches from the starting post.

Practically speaking, anyone who is persuasive and knows a sufficient number of the right people can be appointed to a personnel position on the campus. There are no well accepted standards of preparation, academic or otherwise, no licensing, no requirement of internship or experience under supervision. A good share of this indefiniteness exists because job definitions have not been crystallized. The administrator cannot hire a personnel worker with anything like the definiteness with which he hires a stenographer or a professor of mechanical engineering. Part of this is our fault. We have failed to advise the administrator what established people in the field consider job functions and adequate qualifications. One of the previously mentioned criteria of a profession is that of "the self-imposition of standards of admission to the profession and of performance in it."

Independent of the report of our Standards Committee or of later action by the Association I would like to go on record with three recommendations. (These refer only to college and university student personnel work.)

1. Job descriptions and specifications for the several major student

personnel functions must be established by the professional workers most concerned. We will meet with co-operation from general administrators in higher education there if the approach is reasonable, but, meet it or not, those with both a vocational and an ethical stake in the field must take the step. If such clarification goes by default to the president or to the faculty, or to the slow laborious march of time, we have no one but ourselves to blame.

2. Two years of graduate training with the equivalent of one year full time experience in college teaching or personnel work should be the minimum training and experience to qualify a person for any college personnel position except those which are definitely subordinate, routine technical, or clerical in nature. This will come. We should anticipate it. The most desirable training is basically psychological but it must include preparation in the field of higher education organization, curriculum, and philosophy, and preparation in the field of social organization and dynamics.

3. Responsibility for the selection of people to be trained, selection in terms of personal qualities and intellectual ability, should be placed squarely upon the graduate school that gives the training.

The condition of vagueness as to job qualifications and training that now exists need not be a minor tragedy for long, but it certainly is so at present.

II. INITIATION AND DIRECTION OF PROGRAM FROM ABOVE

The second point of weakness on all too many campuses is that students and faculty, who have the most to gain from student personnel work, have the least to say about its development and emphasis. Faculty representation on administrative and policy committees is widespread but not complete. Two summers ago, in talking to the faculty at the University of Colorado, I said that three groups make up a campus community—the administration and staff, the faculty, and the students; and that they should all be represented on policy committees. It was further said that we had won the fight for faculty representation on policy committees but that the student group was still shut out. After this lecture, a visiting faculty member from a large west coast university got up and stated publicly that they had *not* won the fight as yet at his institution. There was no faculty senate or other legislative body in his institution. (And, of course, no student repre-

sentation.) On the other hand, the Student Affairs Committee of the Faculty Senate at one large university consists of six faculty and administrators and six students. This committee establishes policy for all student organizations and for all campus activities in which students play a major part. This is a step in the right direction. Other campuses have gone still further. I recall that, after I had commented on this point at the National Conference on Higher Education at Chicago last April, a representative from Wilberforce University in Ohio spoke to me about his campus. He stated that there is student representation on every policy committee in his college, including the administrative committee. Of course, Antioch College has community representation *par excellence* and there are a number of similar situations, but the picture as a whole is not too bright. How is it on your campus?

This is so important for the student personnel program because student personnel services are provided to meet presumed student need. Who says the students want or need a given service? When policy is formulated or operation modified better to meet student need, who says that it will better conditions or that students will utilize the service? Most often it is an administrator who has to act. Sometimes a faculty committee will issue the pronunciamiento. This is too limited and too subject to serious error. Students and faculty must be fully represented on personnel policy committees because fewer mistakes will be made than if decisions are made by the administration alone. And this is no disparagement of honest, hard-working deans. It is a recognition of the fact that all three groups in the college community will see the same need or policy from different points of view. All are affected by the policy also.

A second reason for student and faculty representation is the improved reception under these conditions of any change in policy or program. Every campus should examine itself on these two related points: *Is there a student personnel policy and who made it?* Administrative machinery must be established that will insure faculty and student contribution to personnel and other policies. Of course the machinery must be present to keep the policy fluid as conditions change or new knowledge becomes available. Beyond this there must be a clear understanding of the difference between policy making, a legislative function, and the execution of policy, an administrative function.

III. CO-ORDINATION THROUGH APPROPRIATE LINE AND STAFF ORGANIZATION

This leads to the third critical point. Poor co-ordination of a student personnel program is frequently the result of an incompletely formulated line and staff organization.

The organization of personnel work is like the organization of any other function within an agency or institution. That is, it is a matter of line and staff relationships. In this respect, it appears that some would like to avoid facing the question of centralization and direct line authority by talking rather glibly of the co-ordination of personnel work. I am not sure that this is an adequate solution. It is true that co-ordination of what may be scattered and discrete personnel services must be effected. But this does not dispose of the fact that someone must be responsible for the total set of functions involved in a personnel program. Co-ordination rather than administration has been proposed in an attempt to avoid offending or frightening certain people. There is always the possibility, however, that it may be necessary to change functions or to make individuals directly responsible to someone other than the president.

The individual who directs the program of personnel services is most commonly called a dean of students, although he may be called director of student personnel or vice-president in charge of student personnel. In any event, he has an administrative responsibility parallel to that of the dean of the college and the business manager or comptroller. At the National Conference on Higher Education previously mentioned, there was a rather general agreement upon three or possibly four major areas of administration in colleges and universities: the administration of instructional functions, the administration of student personnel functions, and the administration of the business functions. Some would add a fourth, the administration of public relations. In any event, there was agreement that student personnel functions were to be administered by a man responsible for the total program directly to the president. This is a line relationship from each service through the dean to the president. Vice-President Hopkins would interpose an intermediate echelon, a vice-president responsible for the administration and co-ordination of both instruction and personnel. He is doing this at Washington State College.

The second problem, however, is that of staff relationships. Many

functions, such as that of counseling, are performed by individuals who themselves are not in a line relationship to the dean of students. They are responsible to the business manager or to the dean of the college. Here is where it becomes necessary to see that this function is properly carried out through a staff relationship established between the instructor, for example, and the dean of students. By agreement between the dean of the college and the dean of student personnel, the teaching staff member can be held responsible for the performance of a counseling function as a normal part of his teaching work or where he is acting as a faculty counselor. Once it is clearly understood that he has only a staff relationship to the director of personnel and a line relationship to the dean of the college, much of any uncertainty as to responsibility is dissipated. The same is true, for example, of those who are responsible for the management of dormitories. The dormitory director may be under the comptroller of the institution for the strictly business management of the dormitory, but responsible to the dean of students for the social and counseling program. He has a line relationship to one and a staff relationship to the other and someone must clarify which is which if friction and lowered efficiency are not to result. It might be better still in the larger dormitories to maintain a strict line relationship with a business manager responsible to the comptroller and a director of a program responsible for that function to the dean of students. Both arrangements would be by agreement between the dean of students and the comptroller who have a staff relationship to each other.

During the past two years I have spoken or acted as personnel consultant on twenty-six college and university campuses from Massachusetts and Virginia to California and Washington, and this question of co-ordination through appropriate organization has been the most constant major problem. Institutions like the University of Denver, the University of Colorado, and Washington State College have taken great strides toward the establishment of a completely co-ordinated program. This is a co-ordination based upon a formulation of policy and careful planning of line and staff organization that has extended over many months or even years. (It is probably unfair to name any institutions in this connection. These are given because their work is fairly recent.) The line and staff problem is acute because efficiency and results are so vitally affected by good or poor organization of existing services. And the day is coming when

a personnel program will be judged by its results, not by paper organization or the indorsements of those in high places.

IV. ISOLATION FROM SIGNIFICANT INFLUENCES IN THE LIFE OF THE STUDENT

What has been said thus far is not too new. What I want to say now is less well formulated and harder to express. Please allow me to blunder ahead and state it this way: A student personnel program on a campus tends to be isolated from four important influences in the life of the student. (a) the home, (b) secondary schools, (c) the college classroom, and (d) the spiritual resources of the campus.

(a) *The Home*. I recognize that the student of college age is in the process of emancipating himself from dependence upon parents and the home. In spite of that fact the home is the most single important clue to what has happened to him and what is still happening to him. Colleges, however, are not in a favored position so far as contacts with the home are concerned. On many campuses half or more of the students have their homes at some geographic distance from the campus. We secure very little information from the home and very little about the home except as the student may give it to us on a personal history blank or in the interview.

Many counselors are appropriately fearful of any direct contact with parents because of the danger of resentment from the student or the danger of a transfer of emotionally immature attitudes from parents to counselor. These dangers are real but no more so than the fact that, although the counselor or the college does not wish to act *in loco parentis*, it is frequently forced to do so without adequate knowledge of the parents that it is temporarily replacing.

Any analysis of the significant areas of information about the student will place information on home conditions and parental influences high on the list. There is little done, however, to establish channels through which such information can come except as action must be taken in an emergency. I have no pat solution that will apply to all situations. There probably is none, but I ask for more sharing of procedures that have worked in given situations and more formal publication on this topic for college workers. The college student is not so old that we can leave parents and home out of the picture.

(b) *Secondary Schools*. We are much too isolated from the secondary schools which give us our students but here there are some

hopeful signs of solution. The term "articulation" is familiar to all of us in education. It is written into our Association Charter under the topic of co-ordination with pre- and post-college agencies. Much that has been done on articulation has been in terms of admissions standards and curricula. These are important but important also is a flow of information from the high school counselor to the college personnel worker. This continuity between counselors, between total personnel programs in high school and in college is a weak spot.

I spoke on this subject earlier this month at a meeting in Portland, Oregon, of the Northwest College Personnel Association and four other personnel groups that it had brought together. I mentioned the information form used by the Ohio College Association and a blank developed some years ago by the California Educational Research Association. Dean Golda Wickham, of the University of Oregon, showed me a blank used by the college and high school deans of women in that area. All of these bring pertinent information to the college counselor from the high school counselor.

This same northwest area has an Inter-State Committee on High School College Relations with a Sub-Committee on Statewide Evaluation of High School Students. May I quote two paragraphs from a recent report of this committee, of which E. H. Hopkins is chairman:

"After considerable study and deliberation by the sub-committee, the sub-committee recommends that the original concept of the proposal be revised to include a much broader objective than merely statewide testing. It is felt that the program should aim to develop many and various means of individual student analysis (tests, inventories, personal data sheets, cumulative records, refinement of uniform application blanks for admission to colleges and universities, etc.). In addition, it is felt that the program should not only be limited to methods of individual analysis. It should assume some responsibility for providing professionally sound assistance to high schools in inaugurating the program and in developing sound evaluation and guidance programs generally.

"The long range program should be aimed toward better guidance of *all* high school students, not just those who are primarily interested in going to college. It can be assumed that these objectives will be greatly facilitated by a co-operative and co-ordinated program. This program should be designed to secure adequate and valid personal

data regarding each individual student and to utilize these data to the best advantage of the individual student."

Such a program is articulation on a co-operative basis that will bring the colleges closer to the high school environment. It will also increase the mutual respect of each group for the other.

We must not restrict our contacts with the high school to admission data or information blanks. The personnel staffs of the two units must share ideas and problems. This will give us at the college level "the feel" of the high school and its professional problems. This can best be done in statewide or even smaller groupings. Any college personnel staff can well afford to initiate professional meetings with the counselors and principles of its nearby feeder schools. Something *can* be done.

(c) *The Classroom*. On the college campus itself there is isolation of the personnel program from the classroom and from those who teach in it. The teacher and the curriculum are the most important influence in the campus life of the student, important in the sense that he was admitted in terms of curricular requirements and must progress in relation to them if he stays on the campus. We may talk all we like about student interests outside the classroom, they are manifold and vital, but the classroom "puts the bee" on him and he knows it. He must satisfy the faculty and he knows that. Those of us who believe that the non-academic interests of a student are important should be most familiar with curricular and teaching influences in his life because they are so influential in his development. It is a question not only of our knowing what the classroom teacher tries to do but of the teacher knowing in his own language what we are trying to do. Industrial personnel has gone somewhat further than we have in this interpretation of personnel goals and procedures to the operating staff. They must do this to exist. A former student of mine recently talked to top management in his company in an attempt to explain the values of careful selection. He used concepts having meaning to them and from his statement I should like to quote a paragraph or two.

1. Why do we have a psychological counseling and testing section?
 - A. Because we are in a competitive labor market in our search for top-notchers.
 - B. Because our primary investment is in people. Every 50 salesmen hired represent \$250,000 investment.

- C. Because of need to reduce training costs and training time.
- D. Because of need for making personnel relationships profitable.
 - 1. Our company is not an eleemosynary institution. We have a yen to survive, and we must develop these human relationship programs if we survive. This is not out of a sense of charity but out of a sense of intelligent realization that if our business democracy is to survive more attention must be given to intelligent recruiting, selection and placement of people.
 - 2. Realization that our casual methods of handling employees and our casual methods of interviewing were not profitable. Many of our casual methods in years past have been more comparable to the methods used in judging livestock, or used cars. We have a department head who even now says: "Let me see how the person walks, and I'll tell you what kind of a worker he will be"! Our tendency to form judgments from handwriting, shape of the head, and the physical features, certainly has proven unprofitable. Our personal biases, prejudices, favoritism, unreasonable preference for one group of people over another, general disregard for evidences of promise that may appear on an application blank, or in an interview, with a statement—"It's too bad you don't have the experience"—all are examples of common sense thinking that lacks scientific evidence to support it. That kind of handling is too costly.
- E. Other factors that have led us to improve our personnel facilities:
 - 1. Unhappy workers (as illustrated by examples presented), supervisors—customers—interfere with production.
 - 2. Hidden costs in correspondence, expense accounts, company cars, errors in judgment.
 - 3. The money cost involved in transfers from one end of the country to another and from one department to another.
 - 4. Our failure to know the psychological job requirements makes for costly errors. All these considerations have led us to feel a need for embarking on a new approach to our problems.

Can we explain our services in terms as meaningful to faculty as these are to business management? I think we can but we haven't gone far enough in doing so.

There is another approach, that of a sense of co-operative effort and of joint concern with the teacher. We can help faculty to help students, once we know the classroom and keep up with curriculum demands so that we talk a common language with the teacher. Most

teachers know the problems of dealing with groups and often feel incompetent in handling them except by lecture. Let me give you a paragraph from another former student who is with the Center for Group Dynamics, now at M.I.T., soon to move to Michigan. In a paper to a regional guidance conference in New England, he said:

The counselor, who is the specialist in problems of individual adjustment, should become the resource person for the teachers in matters of making their classrooms good places for adjustment. This would mean that the counselor would not only need to be skilled in techniques of individual contacts with students, but he would also need to become skilled in the techniques of group leadership and group behavior. Solving the problems in the classroom *before* they arise seems much more efficient than having to attempt cure after the problem has become acute. Preventive counseling seems as sensible as preventive medicine. This suggestion would mean that the classroom group atmosphere and the club atmosphere and the student council atmosphere would all be the concern of the counselor and he would be called upon to advise the teachers and student leaders in ways and means of improving them.

If this sounds idealistic then remember that ideals and new ideas precede intelligent change. To carry out the suggested integration with the classroom we shall have to develop skills in group management and therapy and we shall have to find the teachers with whom we can work.

Our isolation from the classroom, with marked exceptions of individuals who now teach undergraduate courses or have taught fairly extensively, seems to me to be caused by two factors. In the first place, personnel people are apt to consider themselves as administrators or as psychological specialists and therefore remote from ordinary classroom activities. They forget that the student is *not* remote from these influences and that the personnel worker must take them into account along with counseling and extra-classroom influences. The second factor is the reverse English of the first. The faculty all too frequently consider personnel workers and the personnel program remote from the classroom which is their life. This is chargeable to our negligence in permitting the student personnel program to develop without faculty action and support in policy making.

(d) *Spiritual Resources.* To state that the student personnel program is isolated from the spiritual resources of the campus and community is perhaps to express the fear that we have over-intellectualized

our approach. In a desire to reject sentimentalism and traditionalism we have developed objectivity and a scientific approach. We have not meant to neglect the great intangibles and emotional experiences of life in this process, but it seems to me that we may have been doing so. In our fight against emotionalism we may have "thrown out the baby with the bath water." We have become objective and missed the significance of the subjective realities of experience, become fact-minded and missed the importance of the casual, become intellectual and missed the dynamics of the spiritual in life.

I am well aware of the difficulty of expressing my convictions on this matter. The above paragraph seems to me to consist of words and more words but to carry none of the intense feeling that I would like to transmit to you. For example, what is meant specifically by spiritual resources? Well, there are two or three answers to that one.

1. Religion is one of the great spiritual resources and professional people seem to be afraid of it. Our forefathers weren't and I question the likelihood that we have advanced so far ahead of them in understanding the deeper meanings of life. We have not grown away from religion but religion in reality and in the lives of students may have grown away from us. That is our real tragedy. Personnel workers are aware of the struggle going on within students because of the clash of new ideas and new freedom with what is often an immature and formalized religious experience. Students come to college as immature in spiritual realization as they are in intellectual activity. We help them to greater maturity in thinking. Why not also to greater maturity in living? We are concerned about social life, and health, and accuracy of intellectual conclusions. We have social directors, student organizations, health services and discussion groups to bring about growth in these areas of living. Why not a program and a co-ordinator for those experiences which contribute to the *meaning* of life as well as to its process?

Many church affiliated schools have chaplains and chapel services. Even here I have occasionally found the personnel worker aloof from this part of the campus life; he may even be faintly contemptuous of it. There may be good reason to look askance at the formalized religious exercises. There may be much cant and superficiality there. But such a condition does not deny the profound need in the life of a student for a sense of values and relationship to something greater than himself. There are crooked politicians and there

is much hypocrisy in politics but our obligation at the polls is all the stronger because of these conditions.

Church affiliated campuses have their own unique problems in the area of religion. They have a great chance but they may muff it. The personnel worker on such a campus should be close to the experiences in the lives of his students that are brought about, for good or for ill, by the religious program of their campus. The state or non-sectarian institution sometimes rises grandly to the occasion, sometimes ignores the whole situation. I am thinking of the chaplains on the staff at Lehigh University and Stanford University. I am also thinking proudly of the recent appointment at the University of Minnesota of a Co-ordinator of Religious Activities, a man employed by the Minnesota Council of Religion but a member of the personnel staff of the University under the Dean of Students.

2. Another great spiritual resource on the campus is the presence of great music, lasting art and beauty in many forms. Beauty is so manifold and is so necessary a part of rich and satisfying living that personnel workers should know well and use well every facility for beauty in the life of the student. By thorough acquaintanceship with the resources for artistic and aesthetic satisfaction on the campus and in the community the personnel worker is himself enriched and thus contributes both directly and indirectly to the emotional life of the student. Professional people of all classes, with personnel workers no exception, are apt to emphasize the intellectual at the expense of the aesthetic. We must of course "live by our brains" and tolerate no less than our best intellectual effort, but the man who sees no more than ideas and facts in life is poor indeed. Does the personnel worker on any campus know his symphony recordings, his local chamber music or a *cappella* choir, the permanent or travelling art exhibitions, the spots from which the best mountain or lake or sunset views can be seen, the wooded walks, the persons in whom greatness lives and to whom to talk is a benediction? If he does not know these and other sources of enrichment how can he understand students and their gropings toward beauty or how can he provide for richness in the daily lives of these students?

3. A third spiritual resource on the campus lies in nothing so pervasive as religion, in nothing so obvious as music or art, but in the human relationships that fill our lives. The love of a boy for his mother or dad, for his friend, or for his sweetheart is a powerful

influence in his development. This love, or the lack of it, goes far to explain behavior which we say is irrational and emotional. The fact that it is emotional makes it no less real or of no less value. We should not damn behavior because it can be labeled irrational. We try to understand such behavior in a given individual, we place it in a category and try to get at causes, but do we recognize it as possible good rather than evil and use these loves and friendships as resources in the lives of students? Do we do more than joke him about his sweetheart, or even question his right to fall in love, ignore his loyalty to a friend and shy away from "sentimental" talk about his parents? We are apt to be concerned about a student's grades, vocational choice and methods of study. These are important factors in living but we must at least appreciate what the presence or absence of satisfying human relationships does in his life. All we have to do is to see how these influences shape our own lives.

I have been suggesting that the isolation of the personnel program from what I have called spiritual resources is the result of both organizational and personal deficiencies. A program that gives little attention to the factors of religion, beauty and love as resources for growth is a poor thing indeed. Of course these are sensitive topics, not to be handled crudely or even obviously. But a good program will make it easy for students to develop these phases of living.

As for the personnel worker himself, all that he can do in personal relationships may depend upon his close acquaintanceship with the spiritual resources of the campus. He must be known as a person who is more broadly concerned with life than is suggested by his preoccupation with regulations, tests, committee meetings and research studies! These sound pretty dry—as a matter of fact they are! A man's acquaintanceship with musical events, the church, outdoor life, sports, casual and relaxed social life, soon becomes known and students see a man as a man and a woman as a woman, interesting in themselves, not just a title or the symbol of a regulation.

More than merely being known as a distinct and vivid personality, a personnel worker should *be* one. The man or woman who has gotten so old or who has dried up his inner resources of emotion so that he no longer enjoys a hearty story, sheds a tear, exhibits "irrational" enthusiasms, seeks quiet moments for communion with God, or laughs at his own peculiar behavior, that man or woman has lost much of his or her effectiveness as a personnel worker and as a person.

This paper has presented four weaknesses in the conduct of our student personnel programs; a lack of qualifications and training standards, poor policy making, poor organization, and isolation of personnel workers and personnel programs from vital influences in the life of the student. These are all tragedies but the last of these is the greatest. It is "the greatest tragedy."

The thesis that I have been trying to present with regard to isolation is that a personnel program whose chief function is the integration of a student's experiences and the development of a many-sided life cannot afford to be in isolation from the great influence in his life. The tragedy lies in the fact that isolation is the antithesis of integration. We cannot, of all things, remain in isolation if we are to supply the channels for integration. We must know the nature and extent of home influences, develop professional relationships and channels of communication with secondary school workers, keep in close touch with college classroom and teacher, and above all show in our own lives that we appreciate the warmth and richness of religion, beauty and love. To do all of these things well will challenge us for the rest of our lives. I never want to be satisfied—and as long as I am in the college personnel field I am sure that I never will be.

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Higher Education Looks Ahead

GEORGE WILLIAM MCCLELLAND

BY SOME happy circumstance I have been given the opportunity in this opening session of being the first to bring you greetings from the many colleges and universities of the Philadelphia area. Perhaps the assignment has come to me out of respect to age—institutional old age, I hasten to add. Yet although this is Philadelphia and, having resided here some thirty-seven years, I am in some degree almost a Philadelphian, I should not want any such respect paid to my university if it were based upon antiquity alone; if the University of Pennsylvania were not seeking in company with its sister institutions ways of ministering with increasing effectiveness to the changing educational needs of this community and our country at large.

It may be, of course, that I have the opportunity because of the wise planning of the program committee to get this address of mine done and over with early in your annual meeting. Be that as it may, I welcome the opportunity to speak in behalf of the group of higher institutions in and around the city in welcoming you. Philadelphia is enjoying 1948 as its heyday as a convention city. Now that it has been decided that a third national political convention, of a party thus far nameless, will come here we have positive assurance that the next president of the United States will be nominated in this city—and that there will be periods of high excitement during the summer in the immediate vicinity of the University of Pennsylvania campus.

Fortunately you do not have to resort to the vastness of Convention Hall, you are not acclaimed by brass bands, and there is no wild scramble for tickets of admission. But your organization is also national in scope and you are here to consider matters of deep and last-

ing significance—less dramatically but in a spirit of great sincerity. As friendly and co-operative a group of college and universities as can be found in any section of our country expresses through me its best wishes for a pleasant and helpful meeting.

As I make the transition to some personal comments on higher education I hope that you have not been unduly alarmed by the implications of breadth and length in the topic with which my name is associated on the program. Probably many of you have already guessed the truth that it was submitted in advance of the preparation of my remarks and intended as a coverall for whatever I might later decide to say to you this morning.

There are interesting points in common between two of your speakers at this session. Both are college presidents who have seen their institutions survive a series of recent crises; both have names and heritages from auld Scotia for which, I venture to say, they are profoundly grateful; both of them have known the joys of bringing young people into touch with great works of literature; both have comparatively recently finished long terms of service as officers of the Middle States Association of Colleges and Secondary Schools—service that gave them in line of duty some insight into the evolutionary processes that have marked educational progress. Now, give a university president the platform at an educational meeting with freedom to select his own subject and it is safe to predict that he cannot resist thinking aloud about what absorbs all his working days and much of what leisure he can manage—higher education during this time of pressures and uncertainties. I can only hope that Dr. Robertson and I can manage to supplement and not repeat each other this morning. I suspect that this will be possible if I am not too specific in my suggestions.

One of the wisest men I have ever known, a native Scotsman, had a way of prefacing any bold prediction that he was about to make with the words, "I am not a prophet nor the son of a prophet, but . . ." I must confess that I am somewhat overawed by the subject to which I am committed by my own rash decision, "Higher Education Looks Ahead." I am not a prophet, nor have I discovered any pedagogical drug that will make startling changes in our professional practice. I would rather express some convictions based upon personal experience.

We shall do well, I think, to approach the problems that lie ahead

of us in the spirit of deliberate, and I hope intelligent, calm—the spirit, if you will, of the social evolutionist, Alfred Tennyson, who in the past century sought poetically to interpret his age and to guide the thinking of his time. He believed that the poet was the seer, interpreter and prophet, and that through him the cause of Wisdom and Truth was served. If his poetry, picturesquely and beautifully phrased, seems to some to lack a bold attack it does express convincingly the belief that “the old order changeth yielding place to new,” while cautioning us against “raw haste, half-sister to delay”.

It is only natural that at a time of particularly bitter clashes of social philosophies and conflicting group interests impatience and enthusiasm have led to extremes in denunciation of what has been in education and in bold improvisation of what supposedly will save the world in its hour of need. I have heard these attacks—as I am sure that you have—in group discussions relating to what just a year or two ago was popularly known as “post-war planning”. The world is in confusion; where are the men and women who can lead us into a bright new world of peace and sanity and happiness? If none such is clearly visible, it follows in the opinion of the impatient that education, and higher education particularly, has failed.

I shall not soon forget one such conference in which I sat. By invitation one of our bright and enthusiastic college presidents opened the discussion by a summation of what our colleges may have learned from their experiences with the training programs of the Navy and the Army. It was a thoughtful analysis. What startled me, however, was the opinion expressed by a representative of organized labor and endorsed by a member of the legal profession that the colleges ought not to be thinking of how they could improve on what had been done; they had been a colossal failure and ought to start anew from the ground up. The charge was, in general, that they did not prepare young people for intelligent living in a democracy, and specifically that being graduated as a privileged class these products of our colleges had no sympathy with the problems of labor and no proper understanding of the position of the laborer in an adequate economic and social program for the United States and the world.

We are familiar, too, with the strictures against programs in higher education being offered to women, with the further indictment, also, that the men in our colleges are divisible into three groups: (a) those who are not being prepared to earn a living and have no touch

with realities, (b) those in training courses that have no contact with real education, (c) those who want the degree with as little effort and as much enjoyment as possible and "don't care a fig for education".

Insofar as these criticisms are the cries of idealists we must heed them. We educators are idealists, too, but we have to be realistic in our approaches. We have to deal with human beings, with young people of varying abilities and varying earnestness of purpose, already conditioned in large measure by the influences of their families, their social groups, their earlier education. We are too ready, perhaps, to take credit for the achievements of our most distinguished graduates and we are, in turn, blamed too extravagantly for the mediocre careers of many who never tried to make the most of what college experiences offered them. Divest these extravagant adverse criticisms of their violence and there is much left that we must ponder as we move ahead. I do not believe that there is a college or university in the land worthy of the name that is not conscious of unrealized objectives, that is not seeking ways and means of improving the quality of its educational programs in many fields. Yet our conservatism is such—it sometimes takes two or three years to get faculty approval for a thoroughly desirable new course—that we should be grateful for the human gadflies who irritate us from time to time.

Without resorting at all to the soothing comforts of blind optimism I would emphasize this morning that our colleges and universities have the right to face the future with firm faith based upon remarkable past accomplishments in the great experiment that American higher education represents. With all our shortcomings we have valid reasons for asking for the public and private support that is now so badly needed if we are to have strong faculties, adequate physical plants, modern equipment in laboratories and libraries, and students representing the best qualified from among all social and economic groups. I will suggest some reasons for my faith.

1. The tremendous demands for admission to all our better higher institutions for undergraduate, graduate, and professional courses. Before demobilization there were skeptics who doubted that large numbers of former servicemen would care to take advantage of the opportunities for higher education opened up to them, or could profit by them. There were relatively few who foresaw the extent to which the veterans would respond or the earnestness with which they would

seek to make the most of their privileges. A higher percentage of secondary school graduates are now seeking the same privilege of going on to college. All this could not be true if higher education were not a going concern. Whether or not the estimates of the Report of the President's Commission be accepted as sound, the very report is indicative of a widespread public interest in the light of which the charge that our colleges have been "a colossal failure" can have no validity.

2. The record of the relative success of college graduates in all war activities is most encouraging. They rose quickly to the top. Doubtless this record stimulated the returning servicemen to go on with their studies. And when faculty bickerings about details of curriculum become too heated I like to recall that these men—and women, too—came from colleges in all sections of this vast country from coast to coast, from different types of colleges—small and large, secular and religious, in country and in urban environments, from co-educational institutions and those for men or women separately. And they came through various curricula with different majors and varying degree requirements. In general they gave proof substantial that college education had justified itself.

3. I find encouragement, too, in the extent to which universities were called upon and are still being depended upon for research developments of vital importance to government and industry. They are now definitely set in the mainstream of American life. They cannot escape into ivory towers, even if they would, but it is equally true that what is expected of them now involves high costs.

4. It is well to recognize what tremendous strides we have made in co-operation among our colleges and universities. Some of us can recall when it was regarded as highly desirable to emphasize our differences. I know from personal experience because in the dim and distant past I prepared for Harvard in a Yale school. Each college set its own examinations—largely memory tests—and laid down its own specifications. I could not cram the same books of Virgil as the majority of my classmates who were Yale bound. I had to be taken aside for the study of Scott's *Marmion* and Southey's *Life of Nelson*, which were of no importance whatsoever to one who was seeking admission to Yale. We still recognize the right of our colleges to make their individual contributions in their own ways; to create their own atmospheres, but through meetings like this and commissions and

intercollegiate committees we are helping each other and making a combined attack upon educational problems that are difficult of solution. All this is most promising.

As we look ahead certain fundamental questions are of the utmost concern. If enrollments throughout the country continue to expand how are we to avoid the dangers of mass education? Are the loud-speakers that have been adopted in lecture rooms at some popular universities conducive to sound educational values? How are we to get an adequate number of well-trained and experienced teachers for the larger numbers?

One section of the Commission's report that gives me pause for serious thought is that dealing with the responsibility of our graduate schools for giving students more helpful preparation for college teaching. In my discussions with department chairmen, for example, I find no common agreement upon what qualifications we want in our younger teachers or what means we shall use in attempting to evaluate their effectiveness and to encourage their growth. We are wise, I am sure, in stimulating research as a part of our program of advanced studies, for through it our universities and colleges add to the store of human knowledge and to the excitement of their venture. But effective teaching is an art to be encouraged and we shall be unwise if we attempt to form all teachers by one pattern. Many of our greatest teachers did not rush early into publication but matured steadily through wide reading and the slow gradual formation of critical judgments.

I am inclined to think that young college teachers might profit by some professional preparation—some history of education, for example, to give background and perspective, some consideration of sound aims and principles of teaching, some curriculum study that would lessen the provincial view that a student's educational salvation depends in large measure upon courses given in the department of instruction in which one happens to be teaching.

Again I yield to the temptation to become autobiographical. As a college teacher I shall never cease to be grateful that I had eight years of experience in a secondary school as my initiation into the profession. To put the matter differently, I taught before I started to lecture. Of course as a graduate of an earlier vintage I had no professional training for this secondary teaching. I merely took a deep breath, jumped in, and hoped to reach shore. Incidentally, I learned

to swim in just that way and have never done it with great effectiveness, scientifically or artistically—but perhaps the analogy ought not to be pressed.

Fortunately, however, I had an object lesson at the very beginning of my teaching that opened my eyes. The senior member of the Department of English, knowing of my inexperience and motivated, no doubt, by a kindly desire to enlighten me, visited my classroom during the second or third week and took charge for a demonstration lesson. The text, I recall clearly, was the opening lines of Longfellow's *Evangeline*, which were dissected with such thoroughness that when the gong brought the period to an end exactly fourteen lines of that facile, lucid narrative had been covered. Attempts at the Socratic method had brought embarrassing silence from these 9th grade lads, so that the recitation soon became a lecture in which not a word or phrase escaped close scrutiny. I recall distinctly that it was revealed to me during that hour that whatever had been demonstrated it was *not* the teaching of literature. I saw, too, that as far as I was concerned I must think through the answers to the questions: (1) What do I want these youngsters to see and feel in this poem, or essay, or drama that I find significant and enjoyable? (2) How can I, reading along with them, manage to interpret it in terms of their background and experience? And gradually, I think, the realization deepened that to teach youth to know and to love literature we must open up more and more of life to them, life which books can enlarge and supplement beyond the limits of actual experience.

In such ways one can learn to teach by teaching; but why should there not be some general preparation and through a system of internship some intelligent guidance as the teacher feels his way when he first takes his position on the other side of the desk? I think that our graduate schools must think more seriously of their responsibilities for increasing the effectiveness of college teaching.

It is to me a matter of proportion. I squirm when I read: "The young person who has studied in a teacher training institution has acquired the fundamental facts, knowledge, and skills essential to teaching". That is claiming far too much. As well contend that a student in a theological seminary can acquire in a brief, sketchy way, the skills that he must eventually develop to see him through Sunday after Sunday of sermons that will reach his congregations effectively, or that will stand him in good stead in the intimate human relations

of pastoral work. On the other hand, we do not think of sending a man into the ministry with no professional training. Even creative artists—and great teachers are artists—need to know the rules.

Like other administrators who catch at least glimpses of how higher education may grow in strength and service, I am disturbed by the fundamental question: can we get the support that is so essential if our dreams are to become realities? Does the public and do private individuals care enough for higher education to foot the bill?

At present we face the fact that educational plants have become inadequate, old-fashioned, and inefficient. Equipment is wearing out and becoming obsolete. Costs are rising steadily and tuition increases, made with reluctance, cannot possibly keep pace. At the moment many of us benefit by the government scholarships represented by G.I. benefits and by overhead from government research funds. What of the future?

This question concerns the great state universities with generous annual appropriations from public funds but it is a cause of even greater anxiety to those that are privately endowed and independently controlled. Can our private colleges and universities that throughout the history of this country have shown such pronounced leadership, surviving through the benefactions of loyal alumni and friendly philanthropists, continue to meet the competition and keep in the forefront of future progress? Neither present economic conditions nor the recommendations of the President's Commission offer them too much encouragement.

If we believe in the soundness of private enterprise in the American scheme of life, under proper controls, we have a strong argument for the preservation of our independent institutions of higher learning. They and the state universities serve somewhat different purposes, supplement each other, and afford valuable checks and balances. Both should be preserved in their strength. It is an ideal arrangement.

I have no wish to emphasize a note of discouragement. I believe that American higher education is indispensable to progress in the American way. Our colleges and universities have had tremendous responsibilities thrust upon them and are eager to meet them. I am confident that somehow they will receive the support they need. In the meantime we shall be wise if individually we provide against forfeiting any of the ground we have gained by attempting more than we are prepared to do well.

It would be spendidly helpful, too, if we could get from the public in addition to the financial support we need a more widespread appreciation of the finest values that four years of college can bring. If there is often a distorted view among our undergraduate students which leads them to put secondary things first, and to waste opportunities that may never come again, it is frequently a reflection of the attitude of parents and of general public opinion. Before the war, at least, many boys and some girls entered college with the impression that it is safer and saner not to get the reputation of being too studious, that clever bluffing is a life-time asset to be developed early, that future employers really prefer those who rank in the middle of the class if, indeed, they look at all behind the diploma. A large share of the public's interest in our colleges is still focussed, too, on the sporting page, particularly each October and November. The alumnus returning to the campus gives advice through a golden haze of nostalgic sentiment about his far-off student days, emphasizing parties, dances, "activities", sometimes, be it added, unlovely group actions of out-and-out lawlessness as though college youth were a privileged class exempt from social responsibility.

What we need to a larger extent among undergraduates is what we educators term serious motivation. The student of medicine or law has it; his study is purposeful. Whatever our problems were during the years the colleges were serving the training programs of the Navy and the Army, this was not one of them. When a lad had to meet the alternatives of getting a commission or being relegated to boot-camp, he faced the situation squarely. Much of this seriousness has carried over to the veterans, I am glad to say, for the returning servicemen in the classrooms have shown broader horizons and quickened curiosity. In large numbers they give encouragement that with increased knowledge they will as citizens bring intelligence to bear upon the problems that beset the land we live in and the land we love.

If we can maintain this eager interest, we shall have an excellent basis for progress in higher education and I am quite ready to admit that we who are teachers must do our share to hold it. Students should be interested in what they are doing through the vital presentation of the subjects they are studying. We must broaden our conception of a liberal arts program, recognizing that students are not primarily concerned only with looking to the past, but have constantly in mind the future job or the profession they seek to enter. But whatever the

course of study, they must acquire the background for the habit of clear, critical thinking about realities.

I have faith in higher education of the future. We have done much that we ought not to have done and we have gained by the trial and error process. We have left undone much that we ought to have done but there is still health in us. I have already indicated that I have no faith in revolutionary programs, but I am certain that education can no more slip back comfortably into the old ways of yesterday than can government or finance or foreign trade.

Such realization must keep us alert and hopeful in order that with realistic insight and wisdom, with firmness of conviction in our objectives, and with enthusiasm and devotion we may keep faith with the past and influence vitally those who in greatly increased numbers look to us for guidance as "the old order changeth yielding place to new".

Some Current Topics in Higher Education

DAVID ALLAN ROBERTSON

IN 1925 at the Thirteenth National Convention held in Boulder, Colorado, I, as Assistant Director of the American Council on Education recently made responsible for the international relations of American universities and colleges, had the honor of addressing the American Association of Collegiate Registrars on the subject of "Educational Foreign Exchange." Seven years after the first Armistice Day we discussed ways of facilitating the adjustment of foreign students in our American colleges. China was my choice for illustrating the difficulty of knowing how to classify students in colleges of the United States. Soon thereafter I was glad to co-operate with others in making accessible the Kuno report on oriental institutions. The following year, for the information particularly of students from abroad, I edited for the Council the first edition of *American Universities and Colleges*. During the same period there was some progress in bringing about the adjustment of American students—even undergraduates—to university programs in Great Britain, France, Spain. Some of you may remember the \$1,000 scholarships for Juniors which were created so that I might experiment with a few selected students as "guinea pigs." The Spanish experiment failed, not because of the legal obstacles confronting foreigners, for the Centro de Estudios Historicos under the able and friendly administration of Señor Castillejo afforded the American student a chance to work with the same professors he might have had in the University of Madrid, but because about half way through the academic year the scholarship holder reported that he had been informed by his Yale professor that in Madrid he could get no work in Spanish that could be recognized in New Haven. The French experiment succeeded. The British program proved possible. As you will remember, there was also the very successful Smith College plan and the University of Delaware plan for the Junior Year Abroad. At the request of the A.C.E. the latter institution opened its program to students of other colleges. There was also a study of all American organizations concerned with international educational affairs. At the outset I was informed that there were seven such. These seemed to be unaware of the purposes and

activities of each other. Within a few months I published in *The Educational Record* a descriptive list of about sixty-five and brought many of them into pleasant co-operation with others. Most important of all there was the agreement which made the Institute of International Education the American center for co-operation in international relations. Under the able direction of Dr. Stephen Duggan the Institute has been a highly valuable agency.

In 1948 international educational relations are more important than ever. The Junior Year Abroad is being revived not only at Smith but at several other places. The influence of UNESCO and the effects of the Fulbright and Mundt Acts will make necessary for American college officers responsible for controlling the two way traffic prompt, accurate, and full information about foreign universities. As you are aware, the American Council on Education has undertaken the enormous task of describing foreign universities. It is to be hoped that the huge task will be as well accomplished by Americans as it was by the Germans who published *Minerva*. But what I have to say to you in 1948 will not concern international educational relations. While Assistant Director of the American Council on Education I favored the concentration of such affairs in the office of the Institute of International Education. I think that for the increased needs of American Colleges it should be made increasingly the center for American institutions in this field under the effective leadership of Laurence Duggan.

What then have I to say to the 34th Convention of this Association? The title which I submitted to your President for inclusion in the printed program is a confession of my uncertainty at that time—an uncertainty due to the amount of "unfinished business" as well as "new business" which must now occupy the attention of university people. I had thought of attempting the procedure which eventuated in my address to the Middle States Association of Colleges and Secondary Schools in 1936: "Significant Trends in Higher Education in America." At that time the Librarian of Congress permitted me to examine one hundred and nineteen galleys bearing six hundred titles of contributions to the literature of education in the year 1915 with one hundred and fifty-four galleys listing eight hundred titles in the year 1935. At that time I presented a kind of *montage* showing the large number of topics current in each year and especially the emphasis in 1935 on the counter currents of regimentation and freedom,

the study of the student, and the study of the teacher's job. What would such an analysis of educational publications in 1948 show? Without waiting for the Library of Congress galleys we can be sure of some of the topics which your executive committee certainly considered for this meeting, topics which the University of Pennsylvania Committee on Schoolmen's Week announced for their programs on higher education last week in this city, topics which the Southern University Conference presented at its meetings in Atlanta and the many other topics which have been studied at recent educational meetings. When my friend, George McClelland, asked me what I was going to talk about because courteously he wished to avoid any subject I intended to discuss, it became needful to give more precise specifications. I made a list and told him to take his choice, expressing my own preferences. He in sporting manner said he would avoid my choices. Between us you may think that we have divided the educational cosmos. But you would be wrong. We both know that there are many, many topics outside of our purview and that even in our list it would not be possible to develop fully any one of our subjects with a brevity appropriate for this meeting. So I shall confine myself to two or three issues most recently raised.

Notably at this time there is the report of the President's Commission on Higher Education entitled "Higher Education for American Democracy"; Volume 1, "Establishing the Goals"; 2, "Equalizing and Expanding Individual Opportunity"; 3, "Organizing Higher Education"; 4, "Staffing Higher Education"; 5, "Financing Higher Education"; 6, "Resource Data."

Of goals I'd like to talk but here in Philadelphia last year I had my say when at the University of Pennsylvania's Schoolmen's Week I spoke of "Attaining College Aims." Again the subject has come up and the President's Commission has some good things to say of the objectives of general education. Of the means for the attainment of ends I'd like to say again some things not said by the President's Commission or by the earlier reports on Curriculum. But I refrain.

Of the Commission's stand on "Discrimination in Higher Education" I speak as one who is responsible for honestly administering a charter which includes these words: "Said corporation shall be constituted for the purpose of establishing, promoting and conducting a college for the higher education of women under auspices distinctively favorable to the maintenance of the faith and practice

of the Christian religion, but all departments of said college shall be open alike to students of any religion or sect and no denominational or sectarian test shall be imposed in the choice of Trustees, officers or teachers, or in the admission of students." I speak as one who for many years was a trustee of Fisk University and who believes in the admission of negroes to State Universities rather than in attempting to develop at great expense genuinely equivalent opportunities in segregated institutions. At the same time I disapprove the position of the President's Commission on S.984—"A Bill to prohibit discrimination in employment because of race, religion, color, national origin or ancestry." I call to your attention the well-reasoned commentary of Donald R. Richberg presented October 10, 1947 to the Senate Committee on Labor and Public Welfare in which he attacks the constitutionality of a proposed "civil right" because it is beyond the delegated legislative power of the Federal Government and a violation of the Tenth Amendment. He shows that the attempt to compel employers to hire undesired persons and to deny employment to desired persons and to substitute governmental judgment for personal judgment as to qualifications and desirability of persons for employment and advancement, is a serious and undefensible denial of liberty of contract, a violation of the Fifth Amendment. He points out that Section 5 of the bill prohibits a free exercise of religion, in violation of the First Amendment and imposes arbitrary restraints on freedom of association in business, in schools and in labor organizations, denying an essential liberty of a free people, in violation of the Fifth Amendment. Furthermore, he says, it would operate to impose a species of involuntary servitude upon employers, in violation of the Thirteenth Amendment. Moreover, he points out that Section 7 (i) in effect would authorize an administrative commission to fine an employer for refusing to hire a particular applicant for employment and attempts to sanction a criminal prosecution without trial by jury, in violation of the Sixth Amendment.

I point out also that four members of the Commission, Arthur H. Compton, Douglas Freeman, Lewis W. Jones and Goodrich White dissented from the Commission's pronouncements on "Segregation" (Volume II, p. 29) (Volume I, p. 39).

"Discriminatory practices" seem to mean a definite thing to the writers of the Commission's report—rejection on the basis of creed or color. At the same time the Commission admits (p. 29) "a valid

distinction thus exists between justifiable selection standards and selection criteria which include discriminatory practices." "This Commission therefore recommends the removal from application forms of all questions pertaining to religion, color, and national or racial origins." Who is to say when there is "justifiable selection" and when there are "discriminatory practices"? In my experience it is a very common practice for a rejected applicant to blame his rejection on his religious or racial relationship rather than on his own lack of qualifications for admission to college. Is such a person, alleging "discriminatory practices," to be thrust upon a college by the decision of a governmental "Administrative Commission"?

On page 27 of Volume II there is this: "Where assurance of good conduct in other fields of public concern has not been forthcoming from citizen groups, the passage of laws to enforce good conduct has been the corrective method of a democratic society. Extension of this method into the educational field with respect to discriminatory practice is, therefore, not only a defensible measure, it is also in the light of the resistances, timidities, and varying practices of today the logical next step." The Volstead Act attempted to enforce what many people for a while regarded as "good conduct." The dissidents listed on p. 29 refer to "a doctrinaire position which ignores the facts of history and the realities of the present."

Just as the writers of the report beg the question in the term "good conduct" they do so over and over again in their sweeping generalizations qualified by such reservations as "in many cases" or "sometimes." One trained in logic will find it so full of holes as to be reminded of Dr. Samuel Johnson's definition of "network"—"anything reticulated with equal interstices at the intersections."

The President's Commission having imagined a greatly enlarged program for American higher education has declared that Federal aid is necessary. Meanwhile in a bill introduced by Mr. Taft the Senate has approved provision of Federal funds for education. In this year of presidential aspirations Mr. Taft like others has changed his mind concerning use of Federal money. Apparently two members of the President's Commission who signed a report of the Committee on Problems and Policies (American Council on Education) in March, 1945 have changed their minds on "Federal-State Relations in Education," for in 1945 these words were approved by them,

The first purpose of this document is to warn the American people of an insidious and ominous trend in the control and management of education in the United States. Its second purpose is to propose policies and procedures by which citizens may resist and reverse this dangerous trend.

For more than a quarter of a century and especially during the past decade, education in the United States, like a ship caught in a powerful tide, has drifted even farther into the dangerous waters of federal control and domination. This drift has continued at an accelerated rate during the war. Present signs indicate that, unless it is sharply checked by an alert citizenry, it will continue even more rapidly after the war.

It is the deliberate and reasoned judgment of the two educational commissions who join in the appeal which this document makes to the people of the United States that the trend toward the federalizing of education is one of the most dangerous of the current American scene.

How did this trend come about? Do the people of the United States really want to place their schools and colleges under the predominant control of the Federal Government? We are sure that they do not. It should be remembered that the control of education is reserved to the states under the Tenth Amendment to the Constitution. The people have shown repeatedly during more than a century that they want to keep education primarily under state and local control and administration. Furthermore, in a recent public-opinion poll, our citizens favored keeping the predominant control of public education in state, rather than in federal hands by more than three to one.

Even the disclaimer of intention to control inserted in the present bill carries no conviction. The Supreme Court of the United States in a test case before it in the summer of 1942 ruled that "the government has the right to regulate that which it subsidizes." It has always been true that the man who pays the piper calls the tune. We have had some experience with Federal subsidies. Ask Herbert Hoover what he thinks now of Federal subsidy of vocational education which he once approved.

The Senate bill alleges that there shall be no control. But listen not only to the Supreme Court but to the language of the President's Commission: Observe the recurrence of "must", "will have to", "should", "it is imperative". When I started to count, I found in three pages eight important "musts" exerting control over the policies of institutions of higher education. On page 43 there are these words:

"There has been too much tardiness and timidity. It now seems clear that many institutions will change their policies only under legal compulsion." "Legal compulsion" means "Federal control." Six years of life in Washington made me aware of how easily some people become susceptible to the urge for centralization. Even away from Washington persons who administer Federal grants in the states, especially people who as Federal or State or municipal officers may be exempt from income taxes find it easy to form a powerful bloc to seek U. S. Treasury funds derived from taxes paid by the rest of us. Chief Justice Marshall declared that the power to tax was the power to destroy. Let the privately controlled colleges beware.

The argument for equalization of education has not pleased all the states. In January, 1945, the Eighty-fifth General Assembly of the State of Indiana adopted this House Concurrent Resolution:

Indiana needs no guardian and intends to have none. We Hoosiers—like the people of our sister states—were fooled for quite a spell with the magician's trick that a dollar taxed out of our pockets and sent to Washington will be bigger when it comes back to us. We have taken a good look at said dollar. We find that it lost weight in its journey to Washington and back. The political brokerage of the bureaucrats has been deducted. We have decided that there is no such thing as federal aid. We know that there is no wealth to tax that is not already within the boundaries of the forty-eight states.

So we propose henceforward to tax ourselves and take care of ourselves. We are fed up with subsidies, doles, and paternalism. We are no one's stepchild. We have grown up. We serve notice that we will resist Washington, D.C., adopting us.

Be it resolved by the House of Representatives of the General Assembly of the State of Indiana (the Senate concurring). That we respectfully petition and urge Indiana's Congressmen and Senators to vote to fetch our county courthouse and city halls back from Pennsylvania Avenue. We want government to come here.

Resolved further, That we call upon the legislatures of our sister states and on good citizens everywhere who believe in the basic principles of Lincoln and Jefferson to join with us, and we with them to restore the American Republic and our forty-eight states to the foundations built by our fathers.

Another state officially opposed Federal aid in 1947:

On April 28 Senator Vandenberg, of Michigan, inserted into the *Congressional Record* the text of a concurrent resolution recently

adopted by the legislature of the State of Michigan urging the Senators and Representatives from that state "to exert all their efforts in attempting to stop, or at least reduce the offering of federal-aid to the several states and Territories." The Michigan Legislature in its resolution called attention to the recent action of the Legislature of Indiana along the same line and asserted that since "our nation is financially embarrassed to the amount of one-quarter of a trillion dollars" it should divert so-called federal-aid toward reducing its indebtedness. The resolution also declared that the State of Michigan and most other states "are in sound financial condition, able to handle their own fiscal responsibilities."

A state which according to some proponents of Federal subsidies greatly needs such aid is Arkansas. Hear what Dr. George S. Benson of Harding College in Arkansas said as representative of the taxpayers' association in that state:

I am representing the taxpayers' association in a state which is forty-seventh in per capita income (\$512.00) and which is forty-sixth in value of school property per pupil in attendance (\$116.00) and which is forty-seventh in per capita expenditure per student enrolled in the public schools (\$34.18). But I am here to testify that the members of the Arkansas Public Expenditure Council believe that federal aid to education is neither necessary nor desirable.

As taxpayers in Arkansas we are fully aware that Arkansas' educational advantages are inadequate. We are determined that they shall be improved. We believe the greatest obstacles to be overcome in Arkansas, however, are political, not financial. We believe that federal aid to education would serve to increase these political obstacles rather than helping to remove them. We believe that Arkansas can and must reorganize and adequately support its own educational program.

Mississippi is the only state with a per capita income lower than Arkansas and the only state which in the past has been paying its school teachers less than Arkansas, or which has provided less money per pupil for education than Arkansas. Mississippi has, like Arkansas, found a great deal of oil during recent years and her revenue in 1943 increased to \$63,602,000, which is about 33% above the revenue for Arkansas for the same year—although the population of the two states is about the same. Mississippi's expenditures in 1943 were \$10,706,000 less than her receipts from revenue, thus creating a surplus of almost \$11 million in that one year alone. The Arkansas surplus over several years has climbed to a present total of \$45 million.

Since Mississippi and Arkansas are the two poorest states in the Union, and since Arkansas is able to provide adequate educational

facilities, and since Mississippi created an \$11 million surplus last year, what I am saying for Arkansas, and which appears to be true of Mississippi, should be representative of all the states in the Union.

While the states of the Union have been improving their economic status during the past fifteen years and while they have been decreasing their indebtedness by leaps and bounds, the Federal government has been increasing its indebtedness by leaps and bounds. We will most likely close World War II with a federal debt of \$300 billion. So, with the Federal Government carrying such a superload and with the states in a greatly improved condition it seems absurd to undertake to place on the Federal Government the burden of aiding education throughout the states. Gentlemen, I insist that the states are much more able to take care of their own education needs than is the Federal Government.

We have had experience of expenditures of Federal grants in connection with the G.I. Bill. The Middle States Association of Colleges and Secondary Schools offered to assist the officers of states in the area in the selection of institutions able to give to veterans a high quality of higher education. In my own state of Maryland the second supplementary list of institutions approved by the Superintendent of Public Instruction to receive veterans includes twenty-six "schools" of music, twenty-three of flying, one of floral designing, a school for the care of race horses, a school of magic, a school for the "kosherization" of poultry, a school for the kosher killing of beef, and according to the Baltimore *Sun* a school for bartenders, with two students. All of these schools must have at least one full time teacher! That is the kind of education the Federal government is paying for in Maryland. It is said that the Federal legislation permits, and some say requires, this. President Truman has asked for a revision of the G.I. Bill. Education is the business of the states. But Federal control exists in relation to the G.I. list of colleges approved in Maryland. The states, even the supposedly poor ones, do not need the money to be granted them, as much as the Federal government does in view of the National debt.

In spite of the usual thanks for co-operation of "more than fifty professional and lay organizations which submitted statements or assembled data of much value," I think the Commission procedure represents a familiar pattern not the best among educators. The Classical Report was prepared by a few who wrote a readable report and offered it to the educational world which did not read it. The

Modern Language Study was prepared by more than twenty thousand active participants who having created that work were familiar with its ideas before it was published. I remember when a representative of one of the great foundations proposed to Dr. Mann that the American Council on Education issue a report on English instruction in the United States. That representative wanted to follow the plan used when Dr. Abraham Flexner published his report on medical education; he wanted one man to prepare a report which (in his language) "would raise hell." His nominee as reporter had the qualifications for such a job. But Dr. Mann and officers of the American Council on Education wanted to use the technique of the Modern Foreign Language Study and enlist the co-operation of English teachers all over the country in a study of their own ways and how to improve them. Nation-wide co-operation of thousands of English teachers in such a study is still waiting. Nation-wide co-operation of thousands of persons engaged in higher education might have resulted in a different kind of report on higher education.

Why do I say these things to registrars? What is a registrar? In 1842 a book entitled *Decline of the English Language* stated that the word was a "novelty, recently, within the memory of persons now living, introduced." But the New English Dictionary gives examples in 1675, 1768, 1797. The last is from the third edition of the *Encyclopaedia Britannica*—"an officer in the English universities who has the keeping of all the public records." What are these records? Of individual students what items are to be kept? The London Times Educational Supplement for March 27, 1948, says that an innovation in South Africa is a new scheme of indexing all children, "European and colored", attending government or provincial schools—about half a million children. Each card will show the career of a person from the day of entering school until five years after leaving and will be used for guidance as well as record. Only the post-school record is new. Will registrars continue to file full information in our country so that individuals can be wisely guided? Will they still be able to report statistics? Will educational terms be given clear generally accepted meanings or will the need for a standard educational terminology continue for more years? Will the registrar as recorder serve as a legislative reference bureau? Rashdall says the *scriba universitatis* at Oxford is not expressly mentioned until the fifteenth century. As secretary the registrar not only recorded actions of many kinds but

certified to them. He signed and sealed documents. Will he be subject to legal action suggested by an article by M. M. Chambers based on a January 4, 1948, Associated Press dispatch about a ruling by the attorney general of Nebraska? As a master of ceremonies the registrar very early was concerned with the degree ceremony. Must he supervise gowns and hoods, pileums and berettas, and academic boots? He has been so much involved in the selection of candidates for admission, the evaluation of credentials from schools and from other colleges that this organization might well be called an association of credit men. Even in the sixteenth and seventeenth centuries when Bordeaux was "an establishment for the sale of bogus absentee degrees" (Rashdall ii 201) the admissions officer functioned as a kind of assessor or appraiser. Is he to serve as personnel officer, placement officer, alumni secretary, promoter of public relations, advertising man and editor, publisher and circulator of official documents?

There are some indications in recent years that multifarious duties of registrars have resulted in division of functions. Are we to have Deans of Admissions, Deans of Students, Deans of Records, Deans of Archives, Deans of Public Relations, Deans of Public Ceremonials? Specialization there may be and decentralization there may be. I hope that there will be no isolation. On the contrary, I hope that the American registrar will be always a member of the faculty closely co-operating with all other officers and especially serving on committees with members of the faculty in which he has appropriate rank. I hope also that the registrars will co-operate along with business officers who often make decisions affecting educational policy and who ought also to be integrated in the college and university program. I suggest that this association is particularly competent to describe the virtues of the registrar and thereby to make clear not only to educational communities but to the public the importance of learning the judgment of registrars concerning the effect of Federal and State legislation on college and university matters.

Business Meetings

Philadelphia Convention

PROBLEMS OF THE EXECUTIVE COMMITTEE

During the interim between the 1947 and 1948 conventions the Executive Committee held two meetings in Cincinnati, Ohio, for the dual purpose of considering important matters of the Association and assisting the President in planning for the Thirty-Fourth Convention. The first meeting was held in six sessions from 9:00 A.M. to 12:30 P.M., 2:00 P.M. to 5:30 P.M. and 8:00 P.M. to 11:00 P.M. on November 17 and 18 and the second meeting in four sessions from 9:00 A.M. to 12:30 P.M. and 2:00 P.M. to 7:00 P.M. on January 23 and 24.

Discussion of Advisability of Incorporating the Association

One of the important items considered at the Cincinnati meetings of the Executive Committee was the question of whether or not the Association should be incorporated. Due consideration was given to legal statutes concerning incorporation, the advantages and disadvantages, and the decisions made by other associations when faced with this question. It was the considered judgment of the Executive Committee that the incorporation of the Association seems neither necessary nor desirable at this time.

Constitution and By-Laws

With the feeling that every organization should periodically, if not continually, examine its purpose, guiding principles, and policies, the Executive Committee made a study of the Constitution and By-Laws of the Association. The study revealed several problems as well as certain apparent discrepancies between the Constitution and By-Laws and the practices of the Association.

It was felt that the purpose of the Association was appropriately stated in general terms in the Constitution, but members of the Executive Committee felt that perhaps a more detailed analysis of this purpose, either in the Constitution and By-Laws or as a supplementary document, would perhaps be of value in charting the future progress

of the organization. A second problem with regard to the Constitution and By-Laws was concerned with the membership of the Association, especially with regard to the problem which has arisen as a result of the fact that the functions served by a Registrar are being more and more distributed among various officers in respective institutions. A third problem concerning the membership referred to the need of clarification of the distinction between institutional and personal membership and the problem with regard to the amount of dues required when several co-ordinate officers of an institution desire listing under the institutional membership. A fourth problem with regard to the Constitution and By-Laws dealt with the question of whether or not certain officers such as the chairman of the Committee on Special Projects, the Chairman of the Committee on Regional Associations, and the Editor of the JOURNAL should each be appointed for a specified term of years or appointed annually. The problem of clarifying the relationship between the AACR and the respective regional associations was also considered by the Executive Committee to the end that perhaps some changes in the Constitution and By-Laws might be of assistance in encouraging and systematizing a closer co-operative relation between the national organization and the organizations in the various states and regions.

Each member of the Executive Committee made suggestions and changes in the Constitution and By-Laws and these suggestions were compiled in a composite list for consideration. However, in view of the complexity of the problems, the numerous changes suggested, and the feeling that it was not wise to recommend hastily a complete revision of the Constitution and By-Laws, the Executive Committee decided to ask a special committee consisting of Ira M. Smith, Chairman, Emma E. Deters, Fred L. Kerr, Edward J. Mathews, and James R. Sage to review the suggested changes and, after due consideration of the numerous aspects of the Constitution and By-Laws, to make a special report to the Executive Committee.

Archives of the American Association of Collegiate Registrars

During the year the Executive Committee gave careful consideration to the need for a systematic preservation of various reports, extra copies of the JOURNAL, and other documents of the Association. After discussing various possibilities it was decided to ask the Bureau of Source Materials in Higher Education of the University of Kentucky

to serve as a depository for the AACR archives until such time as the Association may desire to establish permanent headquarters. Mr. Ezra L. Gillis, Director of the Bureau of Source Materials, has kindly agreed to the proposal.

Discussion of the Need for a Placement Director

As a result of the necessary expansions of registrars' offices in various colleges, a definite need has arisen for some systematic method of assisting registrars in securing capable personnel for their respective offices as well as to facilitate appropriate advancement of individuals in registrars' offices by securing better opportunities in other institutions. The Executive Committee considered the advisability of establishing a placement office with a full-time director in charge, but felt that such a project was too large for the Association to undertake at this time. However, in view of the interest of many registrars in this type of service, the Executive Committee asked Mr. S. Woodson Canada to be available during the four days of this convention for consultation with individuals seeking positions in the registrar's field of administrative work and with persons having positions to be filled. The Executive Committee hopes that this experimental clearing house for administrative employment will be helpful to the membership of the Association.

Evaluation of Foreign Credentials

One specific problem which the Executive Committee faced during the year was that of whether or not the Association should co-operate with the establishment of a proposed foreign educational evaluation board to which the support of the Association was invited. After due consideration of the proposal, the Executive Committee decided that the solution to the problem of the evaluation of foreign credentials lies in the strengthening of existing agencies rather than in organizing new agencies. It was pointed out that the Division of International Educational Relations of the United States Office of Education had through the years rendered good service to educational institutions and that if the Division was currently delayed in evaluating foreign credentials, it was in all likelihood due to the fact that the Division had not been able to expand its facilities in accord with the increase in the number of foreign students entering and interested in entering this country to pursue college studies.

*Committee on Co-operation with the Division of Higher Education,
United States Office of Education*

In accord with Resolution VI as adopted by the Association at the 1947 convention, the Executive Committee appointed a special committee consisting of G. P. Tuttle, Chairman, J. E. Fellows, R. F. Thomason, and Carrie Mae Probst, *ex officio*, to co-operate with the Division of Higher Education, United States Office of Education, to co-ordinate the various efforts in gathering and making available important statistical reports on American education, defining terms used in statistical data, and exerting an influence in the direction of reducing the number of statistical reports and questionnaires which registrars should feel obligated to compile or answer for independent organizations or individuals. In appointing this committee, the Executive Committee felt that the functions of the Committee in co-operating with this Division should not necessarily be restricted to problems concerning statistical reports and questionnaires and perhaps should extend to any problems of mutual interest to the Association and the Division.

Change of Membership in the American Council on Education

Upon recommendation of the President of the Association, by approval of the Executive Committee, and by approval of the American Council on Education, the membership of the Association in the American Council has been changed from that of associate member to constituent member. This action was taken to facilitate greater co-operation between the two organizations and provide for participation by the American Association of Collegiate Registrars in the important discussions of problems considered by the American Council. Constituent membership entitles the Associations to be represented on the council by three delegates who shall vote as a unit through a delegated person. It was the opinion of the Executive Committee that the American Association of Collegiate Registrars should be found in the list of constituent members of the Council.

The AACR International Scholarship

In November the Executive Committee gave careful consideration to the report of the Committee on UNESCO which recommended the granting of an American Association of Collegiate Registrars

International Scholarship to the amount of \$1500. In view of the fact that the scholarship involved an unusual expenditure of funds which had not been budgeted by the Association, the Executive Committee did not act for the Association on this report but expressed a unanimous opinion that the report should be presented to the April, 1948, national convention with the recommendation of the Executive Committee that it be adopted.

G. E. METZ, *Secretary*.

REPORT OF THE SECOND VICE-PRESIDENT

As your Second Vice-President, I am happy to make the following report regarding the membership of the Association for the year 1947-48.

There are a large number of changes in personnel among Registrars each year. This year was no exception. The Treasurer's Office maintains the correct membership list. Deletions and changes in names are reported by the Treasurer to the Second Vice-President.

The Second Vice-President is responsible for securing new members. This year your President appointed a Membership Committee representing geographical areas. This Committee has been very active and is largely responsible for the new members and total increased membership.

Below is a summary by states of the new members joining the Association since our last convention.

NEW MEMBERS—APRIL 1947 TO APRIL 1948

Alabama	3	Massachusetts	7
Arkansas	6	Michigan	2
California	5	Minnesota	2
Connecticut	6	Mississippi	1
Delaware	1	Missouri	4
District of Columbia	2	Montana	1
Florida	2	Nebraska	1
Illinois	10	New Hampshire	1
Indiana	3	New Jersey	5
Iowa	3	New Mexico	1
Kentucky	2	New York	13
Louisiana	1	North Carolina	1
Maine	2	Ohio	2
Maryland	2	Oklahoma	3

Oregon	1	Virginia	2
Pennsylvania	7	Washington	1
South Carolina	4	Wisconsin	5
South Dakota	3	Wyoming	1
Tennessee	1	Ontario, Canada	1
Texas	1	Lebanese Republic	1
		TOTAL	120

TOTAL MEMBERSHIP

Alabama	17	New York	88
Arizona	5	North Carolina	29
Arkansas	15	North Dakota	5
California	57	Ohio	51
Colorado	18	Oklahoma	19
Connecticut	18	Oregon	15
Delaware	2	Pennsylvania	69
Dist. of Columbia	17	Rhode Island	5
Florida	11	South Carolina	20
Georgia	28	South Dakota	12
Idaho	9	Tennessee	29
Illinois	77	Texas	44
Indiana	32	Utah	10
Iowa	31	Vermont	6
Kansas	25	Virginia	26
Kentucky	28	Washington	17
Louisiana	16	West Virginia	18
Maine	5	Wisconsin	26
Maryland	18	Wyoming	2
Massachusetts	41	Alaska	1
Michigan	40	Canada	13
Minnesota	27	Hawaii	1
Mississippi	14	Mexico	1
Missouri	42	Puerto Rico	2
Montana	8	Lebanese Republic	1
Nebraska	17		
New Hampshire	4	Total	1166
New Jersey	27	Honorary	15
New Mexico	7		
		TOTAL	1181

The Association welcomes most heartily the new member institutions and their representatives, and it is hoped that they will benefit

greatly from their affiliation in the Association and from the new friendships and contacts because of membership.

Respectfully submitted,

D. B. DONER

REPORT OF THE EDITOR

The real report of the Editor, as I have observed before, comes to you four times yearly through the mails, so that there is little for him to add when we meet in convention. Nevertheless there are a few things to be said about our publication which may be of interest to you.

In the first place, I am obliged to confess, with very sincere regret, that by the end of the fiscal year the JOURNAL will have exceeded its original budget by something like \$1200. Twice within a year we have been obliged to sign new contracts with our printers because of the rapid rise in their production costs, and we are now paying substantially more per page than we did before. The overdraft in our budget is due almost wholly to this fact, although it must be said also that we have averaged more pages per issue in the last two volumes.

The Board of Editors is engaged in a very serious study of ways to reduce costs without impairing the quality of COLLEGE AND UNIVERSITY. We are not yet ready to report our findings, but any changes you may note in format or make-up in forthcoming numbers will be due entirely to our efforts in that direction, and we hope they will meet with your approval. Mr. O'Brien has done yeoman service in extending our advertising accounts, and we hope eventually that the ads can be made to pay a substantial share of our production cost.

The subscription lists had gotten into something of a tangle because for some time no one person had been responsible for them. Mr. J. A. Humphreys assumed the duties of subscription manager a few months ago and has already brought order and system out of the confusion.

I cannot express too warmly my appreciation of the loyal co-operation of the Board of Editors. Much patient labor goes into the preparation of the magazine, for which the Editor is apt to get credit that rightly belongs to his Editorial Board.

Up to a few years ago most of our manuscripts were secured by going out after them. We still get many of them that way, but more and

more they are coming to us as voluntary contributions, which I take to be an evidence of the increasing prestige and standing of our magazine. From the days when the Editor sometimes came up to the date of going to press without being quite sure whether he had enough material for an issue, we have progressed to the point where, at the moment, the material for July and October is largely assembled and the January number is beginning to take shape. That is a healthy state of affairs.

Many of you have helped the Editor with your suggestions, your comments, and your criticism. I hope many more of you will take time to express yourselves with regard to the publication which is so definitely your own.

Respectfully submitted,

W. C. SMYSER

REPORT OF THE CHAIRMAN, COMMITTEE ON SPECIAL PROJECTS

A statement of the activities of the Committee on Special Projects is a summary of the work of several co-ordinated committees, each working in a different field. Immediate recognition should therefore be granted for the outstanding and faithful service by members of these subcommittees and the chairman of each. The Subcommittee on the Report of Accrediting of Colleges and Universities is under the direction of Dr. J. P. Mitchell, of Stanford University. Dr. Mitchell and his committee have made an outstanding contribution to the work of this Association. The bulletin published by this committee has come to have widespread use by colleges and universities generally, both members of the Association and nonmembers. Further evidence of the value of this publication is its use by the Association of American Law Schools and the several State departments of education. Many organizations have asked for that bulletin, as a definite statement of accredited colleges and universities. In the near future—in fact, within the coming year—this committee hopes to expand its work to include a listing and possibly a brief descriptive statement of foreign colleges. First steps will be taken to compile such a list from the Latin American countries.

This work is not to be confused with other efforts of the Association to secure better evaluation of foreign transcripts through extant agencies, but rather it is a listing of schools and colleges under descriptive headings such as "Senior Colleges and Universities", "Vocational Schools", etc. We are all familiar with the problem we

meet of getting a transcript from a Latin American country, for example, with a polysyllabic name in Spanish, and we don't know whether it is a trade school, a secondary school, a college or university, or what-not. It is the hope of this committee to furnish you such information, and then you can begin from there in the evaluation of the transcript. Emphasis should be given again, however, to the statement that this committee is not an accrediting agency, but a reporting agency on the credit given by other accrediting organizations. We have that question come up from somebody who is uninitiated each year.

Another outstanding work of the Asociation is the accomplishment of its Subcommittee on the Adequacy of Transcripts, under the leadership of Miss Emma E. Deters. When the committee began its work, some two or three years ago, a survey showed that 70 per cent of the colleges and universities were using transcripts which were inadequate, according to accepted standards. As a result of the educational efforts of this committee—that is, working among us as registrars—nearly 98 per cent of our transcripts now are regarded as adequate for use by the receiving college. Incidentally, Miss Deters and her group are now after that additional two per cent, to see if they can get us all in line. Furthermore, this committee is now accepting the responsibility of enlisting the various State departments of education in the use of photostatic copies of records, instead of the use of a blank by each State. Some of you have had the experience of our friend, Mr. Canada's, State of Missouri, for example, or Florida, and some others. Each department of education has its own individual blank, wants you to analyze the data, etc. This committee is going to try to make that work more uniform.

For 18 years, this Association has published an annual report on enrollments and degrees of member institutions. For the past two years, this has been under the direction of Registrar H. L. Heaton and his assistant, Mr. R. G. Perryman, both from Texas A. & M. College. None except those who have worked on this report can appreciate the enormity of the task involved. The report for 1947-48 was based on 940 institutions, including 183 universities, 443 liberal arts colleges, 103 teachers colleges, 78 technical schools, and 133 junior colleges. The total number of reports received and included in this statistical report represents an 88 per cent return from member institutions—that is, members of the Association—and an increase of 17 per cent over the number of returns from the previous year.

The entire membership of this Association is vitally interested in the elimination of duplication in statistical reports. Public acknowledgment is therefore made of the outstanding work in the direction of one uniform statistical report, by Dr. John Dale Russell, of the U. S. Office of Education. This committee feels that the report on enrollments and degrees is no longer needed by this Association, and here we are making a very radical departure from previous practice.

Let me repeat that: This Committee on Special Projects feels that this Report on Enrollments and Degrees is no longer needed, and that the Association can function more efficiently by co-operating through another committee from this body, to work with Dr. Russell and the U. S. Office of Education. The committee feels further that that is a proper function of the U. S. Office of Education, and we can make our best contribution in the way indicated. The committee joins the members of the Association in expressing again the hope that we shall soon come to the ideal of making one complete statistical report each year, which will answer all questions for all questionnaires.

For the past two years, the Committee on Special Projects has had under way a study of the college achievement of those admitted to college upon the basis of the GED test, as compared with the achievement of a similar age-group admitted on the more traditional bases. This study—and here I am repeating a reference made a moment ago from the floor—is under the direction of Dr. Gordon V. Anderson, formerly of the Admissions Office of the University of Minnesota but now of the Bureau of Tests and Guidance of the University of Texas. It is hoped that the study will be completed during the coming summer. We have had seemingly necessary delays, which have been encountered by the returns from our offices where, in the press of duties, we have allowed these GED test cases to become lost in the shuffle, and where in so many cases we do not have adequate help to furnish the information desired. More than 500 replies have already been received in response to inquiries, and a follow-up program is now under way. The American Council on Education and other agencies have expressed interest in this study, as a means of furnishing reliable and up-to-date information on the usefulness of the battery as a basis for predicting success in college. The committee feels that we will have made a real contribution when this report is published in the JOURNAL.

Respectfully submitted,

W. P. CLEMENT

REPORT OF THE CHAIRMAN, COMMITTEE ON OFFICE FORMS

I have but a brief report for your Committee on Office Forms and Equipment. Your circulating library is on display, on the mezzanine floor, and it is not a very large display, in point of volumes, but its itinerary has been quite extensive. For a number of years, the library which you are accustomed to refer to as your exhibit of office forms included one six-volume exhibit. Two years ago, a single-volume collection was prepared, and last fall the committee completed and put into use two additional single-volume exhibits. I may say that for a number of years it has been the policy to allow these things to develop as, shall I say, a labor of love. Well, doubtless there is something to be said for love, in a negative sort of way, but who cares about labor, especially if it interferes with his time? And so we have a brief recommendation to make, in that regard, a little later.

But in preparing these single volumes, the committee had in mind the desirability of making such references more readily available to members of the Association; and it was our hope that these single-volume exhibits would prove satisfactory. Judging by the reports received, they are sufficiently comprehensive to be used effectively, in planning or revising office forms. A durable but lightweight shipping case has been provided for each exhibit. I might say that we are indebted to our President for the term "circulating library" which dignifies the collections of office forms, and I think perhaps it is a good term. I am glad to be known as the Circulating Librarian!

These various sections of the circulating library have been made available in the past year to registrars throughout the country, and the extent of the itinerary is shown by the fact that these exhibits have appeared in New Hampshire, Florida, New Mexico and Washington, as well as in New York, Maryland, Indiana, Illinois, Iowa and Kansas. It has been gratifying to see that registrars who use the exhibits have lent their co-operation by expediting the use of the material, so that the various volumes have been released from one institution to another without undue loss of time. The committee appreciates this co-operation, since it is obvious that wide use of the exhibits give them greater value than they otherwise might have. I mention that point because registrars so frequently, being concerned with their own work and pushed by numerous problems and lack of time, have the tendency to forget that the exhibit is there temporarily and that other people are waiting for it, with the result that

they take an undue amount of time in reviewing these collections. For example, a couple of years ago one institution kept what was then the only collection we had available for no less than eight months, in spite of my many pleas and protests. Well, the availability of four collections rather than one of course alleviates that situation, and at the same time makes it possible to reach a greater number of institutions. But we do appreciate your interest in passing the exhibits along as rapidly as possible. Of course, we do want any registrar who receives the collection to take as much time as is necessary to study it thoroughly and to make full use of it.

Your circulating library, I may say, is available to you without charge except for the cost of shipping it express collect. In most cases this charge is quite nominal, involving a cost of only a dollar or two to the receiving institution.

The committee recommends that provision be made to review the volumes at least once a year, so that necessary repairs and replacements may be made and the collections may be kept up to date. I want to repeat that recommendation later. Several volumes of the circulating library will be on display during the convention, and you are invited to make use of them. If during this interim period you have occasion to submit requests for use of any one of the collections, I will be glad to have you leave your request with me and to see that it reaches the incoming chairman of the committee.

Our committee wishes to thank Mr. Hauptmann, registrar of Ball State College, for the preparation of the very interesting collection of annual reports which you have seen on display in the mezzanine lobby. There has been some need for a review of annual reports, and we are grateful to Mr. Hauptmann for his initiative and interest in providing this exhibit. I understand that he made inquiry to some 400 institutions, members of the Association, and received some 86 replies. I was interested to discover that, of those, 52 institutions do not prepare annual reports. That suggests that many of you may be interested in reviewing that exhibit and of getting some ideas as to what an annual report of the registrar should properly include.

The committee recommends that the sum of \$50.00 be budgeted annually for the work of maintaining the circulating library in proper condition. As I have previously indicated, the present situation suggests that we are no longer in a position to take advantage of "labors of love", and \$50.00 is after all a nominal amount, in spite

of the fact that the treasurer probably hasn't much money to work with.*

From time to time during the course of several years, I have received various requests for information regarding a handbook for registrars. In effect, there isn't any such thing; but from time to time this Association has considered the function of the registrar, and has made an effort to indicate proper functions through publishing various studies. One I have here—the only one extant of this particular study—was made under the direction of Registrar Quick, of the University of Pittsburgh, and I see it is dated 1934-35. It is titled here, "A Preliminary Report on the Duties of the Collegiate Registrar", and this particular work includes all of the statistical data which were assembled in connection with that particular study. It has had wide use, over the intervening years, but there unfortunately is only this one copy available. Again in 1940, I believe, the Association published, under the direction of Miss Preinkert of the University of Maryland, a study of similar nature, which I think is referred to as "The Function of the Registrar." I saw a copy of that—which I think, again, is the only one available—in this collection of annual reports, a day or so ago; but looking for it this morning, I did not discover it. I hope someone has not purloined it, and that it is still available.

However, from the number of inquiries received, it is obvious that there is not only a general interest in the function of the registrar, but an actual need for some definite evidence as to what the proper function is, and something about proper procedures and methods in the department of the registrar. Our committee therefore recommends* that the Special Projects Committee make a study—again and soon—of the function of the registrar, and the proper practices and procedures in that office, and that its findings be published by the Association. I think, in that connection, that we might remind ourselves that there is a great deal of turnover in the office of the registrar. I was amazed and gratified to see so many new registrars here this year; but we can learn, no matter how long we have been in the business. I find, after some 26 years in a developing institution, that there is always something to learn; and I think I myself would

* The two recommendations of this committee were, by vote of the convention, referred to the Executive committee for disposition.

profit greatly by having available a good handbook on the function of the registrar. It would seem to me, though, that such a book might well include statements of certain policies obtaining in institutions, particularly those that grow out of differences in enrollment. As you know, those of us who have, say, an enrollment of 1,000 have problems somewhat different than the man who has to handle 10,000 or 15,000; and in a general way policies fall into categories in connection with size of enrollment, I believe, although some would hold good in any case. But statements of that general nature I think would be helpful, and particularly to new registrars. We realize, in making this recommendation, that it would involve costs which perhaps would have to be borne by the Association, but it seems to me that such a study might be published with the idea of selling it to the membership. It seems to me that would be a feasible plan, if it were necessary; but I do believe it is sufficiently important to emphasize the need for a proper study and a report of the findings, in connection with the functions of the registrar.

Respectfully submitted,

C. Z. LESHER

REPORT OF THE COMMITTEE ON CO-OPERATING WITH UNESCO

Your attention is called to the AACR-UNESCO Project as proposed by your Committee on UNESCO. Each member of your committee had the opportunity of studying the official bulletin of UNESCO, and it was my privilege to represent the American Association of Collegiate Registrars at the Conference on UNESCO held in this city, and in this hotel, in March, 1947. The report of your committee is now presented to you, with the recommendation of our Executive Committee that it be approved.

You have heard the story of UNESCO not only from our convention platform and through our JOURNAL but also through the public press and the radio. Further discussion of this subject, at this time, seems to be unnecessary. But I do wish to say that those of us who had the pleasure of meeting the apostles of UNESCO, and who had the good fortune of coming within the reach of their influence, are convinced that this organization is meeting a great human need, and that its precepts are founded on the divine commandment, "Love thy neighbor as thyself."

To be sure, UNESCO does not expect or demand the impossible

of its participants, but it does stress as strongly as possible joint activity by voluntary organizations to meet the pressing needs of war-ravaged countries.

In these times when man's inhumanity to man seems to have reached its peak, it is altogether fitting that the American Association of Collegiate Registrars join the ranks of the hundreds of educational, scientific, cultural, civic and religious organizations which have already responded to UNESCO's appeal for educational reconstruction in war-devastated countries. Thus we shall be promoting the common cause of understanding and peace among nations.

Your committee submits for your consideration a proposed plan for the American Association of Collegiate Registrars to provide educational opportunities in the United States for persons from war-devastated countries.

A study was made of the activities of more than three hundred organizations concerned with the reconstruction of education, science and culture in the war-devastated countries. These organizations are engaged in a variety of activities and projects such as books, educational and scientific materials; services, such as educational missions, fellowships and study grants; and costs of shipping and administration. The following statement was made in a Bulletin issued March 31, 1948 by the Commission for International Educational Reconstruction: "Perhaps the most impressive single fact is that now approximately 350 organizations are engaged in such projects, a ten-fold increase in two years, and that the total value of these projects—in cash, goods and services—during this period has reached approximately 150 million dollars. Even more important is the fact that through these various projects literally millions of American school children, teachers, church members, club members, community leaders and professional workers of all kinds have been helped to make a direct contribution toward international understanding and world peace." But attention is called to the fact that, despite this generous response, millions of youth and adults in the devastated countries are still lacking educational opportunity. Your committee, therefore, urges our Association to participate in a UNESCO project without delay and without stinting. Furthermore, your committee recommends the adoption of the plan herewith proposed because it seems to provide for an activity best suited to an organization such as ours whose financial resources are limited and whose members represent

institutions of higher learning located in all sections of the United States and in Canada.

I. PROPOSED PLAN

It is suggested that the American Association of Collegiate Registrars undertake a project in connection with foreign rehabilitation and reconstruction similar to the projects of such organizations as the American Association of University Women, the American Home Economics Association, the Commonwealth Fund, the International House, and the American Library Association, by providing educational opportunities in the United States for persons from war-devastated countries. This may be done by offering a scholarship or fellowship in accordance with the following specifications:

1. The name of the organization granting the award shall be the American Association of Collegiate Registrars.

2. The name of the Fellowship or Scholarship shall be the American Association of Collegiate Registrars International Scholarship.

3. The purpose of the award is to enable the holder to make a trip to the United States for study, travel and research for a period of at least three months with the aim of observing the best practice in American education and of studying the organization and administration of a selected group of American colleges and universities with special emphasis on the functions and procedures of the Registrar's office.

4. The project shall be financed by the American Association of Collegiate Registrars.

5. The award includes all expenses up to \$1500.00.

6. The requirements of the applicant shall be: Knowledge of the English language, both written and spoken. Outstanding qualities of leadership and scholastic achievement. Good moral character and recognized standing in his own land. Suitable personal qualities. Professional interest in university organization and administration.

The Candidate shall be expected to set forth his plan of study and observation in the United States and why it would benefit him more than study elsewhere; and, before returning to his country, to submit a report on the results of his observations to the AACR Committee on UNESCO. This report shall be published in the AACR JOURNAL subject to the approval of the Editor of that JOURNAL.

7. The interested candidate will be requested to write to the AACR

Committee on UNESCO. The initial letter, written in English, should give the candidate's background, educational training, professional experience, and present occupation. Supporting documents by representative organizations and cultural relations attachés of the United States Government in the candidate's country should accompany the application.

II. SUGGESTED PROCEDURE

It is suggested:

1. That the Executive Committee of the AACR appoint a committee of three members to be known as the AACR Committee on UNESCO. This committee to have power, subject to the control of the AACR Executive Committee,

- a) To conduct all correspondence in connection with this project
- b) To receive and review applications from candidates
- c) To award the AACR Scholarship to the candidate selected
- d) To make necessary arrangements with the candidate selected
- e) To authorize payment of the candidate's expenses from the funds provided by the scholarship (and)
- f) To act in all matters that pertain to this project.

2. In considering the country which would be asked to send a representative, your committee feels that our scholarship should be available to a person recognized in his own country as a leader in education, and that he should come from one of the devastated countries. But in addition to the UNESCO countries, there are qualified candidates worthy of our consideration who live in the occupied countries and elsewhere. Your committee feels that applications from these countries should be given the same consideration as applications from UNESCO countries.

3. That the type of person to be invited, as implied in Section I, Paragraph 6, of this report, should be a person holding a position of responsibility or potential responsibility in education, preferably in higher education, including:

- a) An administrative officer, preferably one whose duties are similar to those of a collegiate registrar, (or)
- b) A professor of education at a university, (or)
- c) An official of ministries of education, particularly one whose field is in higher education.

4. That the length of the program should be at least three months. A short period is suggested because of the cost and difficulty of getting a key person for a longer time. This program might begin early in April and run through part of the Summer.

5. That the program have the following major aspects:

- a) The visitor, immediately after his arrival, should have a preliminary conference with the members of the AACR Committee on UNESCO, and/or with a selected group of leading registrars.
- b) The visitor should attend the national convention of the AACR, be introduced to the convention assembled, and perhaps be invited to address the convention.
- c) A planned *observation* of American educational practice, particularly in connection with the organization and administration of American universities, should be designed to familiarize the visitor with the general characteristics of American education and the concept of American education as reflected in the American way of life. Although emphasis would be placed on *observation*, the visitor should be allowed to see those developments of special relevance to problems confronting his own country.

6. That the question of awarding a scholarship each year, beginning with the year 1948, be determined later by the AACR Committee on UNESCO in the light of our experience with our visitor in 1948.

7. That this project be brought to the attention of the membership of the AACR, and that member institutions be invited to co-operate by offering limited scholarship grants to qualified individuals for short periods of study under conditions similar to those here outlined. Such institutions to be invited to consult with the AACR Committee on UNESCO concerning projects and procedures.

Respectfully submitted,

ERNEST C. MILLER, *Chairman*

ALICE L. BUTLER

ENOCK C. DYRNES

The report of this Committee was approved by vote of the Convention, and the committee was instructed to proceed with the award of the scholarship.

REPORT OF THE TREASURER*

The fiscal year of our Association extends from June 1 to May 31. This report, therefore, covers the period of June 1, 1947, to March 31, 1948. Income, expenditures, and the cash position of the Association at the end of the fiscal year on May 31, 1948, will be reflected in the audited report of the Treasurer and submitted for publication in the October issue of *COLLEGE AND UNIVERSITY*.

The membership dues were increased from \$5.00 to \$10.00 per year, beginning with the 1946-1947 fiscal year, in accordance with the two-thirds vote of the delegates assembled at the Atlanta Convention. The wisdom of this action has made it possible to carry on the usual activities of the Association during a year of rising costs.

It should be noted that the services of our Association will be limited by the amount of income it is possible to receive through membership fees. At the present time, over 1,100 institutional or individual members pay the annual fee of \$10.00. Since the membership now includes practically all the colleges and universities in the country and many professional schools, any appreciable increase in income from this source may not be expected. The cost of operation just about equals the amount of income available. Consequently, the services to our membership must necessarily be limited to our present or similar activities.

The largest single budget item is for the publication of our *JOURNAL, COLLEGE AND UNIVERSITY*. This year we have experienced another sharp rise in costs due to present conditions in the printing trades. Since the publication of the *JOURNAL* represents one of the most important contributions of our Association to the work of the Registrar and to the educational world in general, a curtailment of this activity would be unwise.

The large number of members has required additional expense in all phases of the administration of the work of our Association. The increased costs have been in printing, postage, and the publication of various reports. Paid clerical expense is at a minimum for efficient handling of the present volume of work.

* This is, of course, a preliminary report. The financial statement for the fiscal year which closed May 31 will appear in the October number of *COLLEGE AND UNIVERSITY*.

Some additional income is received from subscriptions to the JOURNAL, the sale of advertising, and published reports. The amount of such income, however, is small. A careful estimate of total income for this fiscal year indicates that we shall receive about \$12,845.

Surplus from previous years has been invested in government securities as listed. The surplus is sufficiently large to give us a measure of financial stability that is necessary to meet future needs. The attached balance sheet as of March 31, 1948, and the Statement of Receipts and Disbursements for the ten-month period, June 1, 1947, to March 31, 1948, reflect the present financial status of your Association.

A. F. SCRIBNER, *Treasurer*

Exhibit 1

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
BALANCE SHEET

Fiscal Year 1947-1948
(as of March 31, 1948)

Assets

Cash in bank \$ 7,977.00

Petty cash funds:

Editor's office	\$25.00	
President's office	25.00	
Treasurer's office	10.00	
Subscription Manager's office	25.00	85.00

Securities:

U. S. Treasury Bonds:

2½% 1964-69, Dated April 15, 1943, Due June 15, 1969, redeemable on and after June 15, 1964. Interest payable June 15 and December 15		
No. 157701A	\$1,000.00	
No. 157702B	1,000.00	
2½% 1967-72, Dated Oct. 20, 1941, Due Sept. 15, 1972, redeemable on and after Sept. 15, 1967. Interest payable March 15 and September 15		
No. 17832B	100.00	
No. 18554D	100.00	\$2,200.00

U. S. Savings Bonds, Series G:

Dated May 1, 1942, due May 1, 1954	
No. D 235198G	\$ 500.00

Dated April 1, 1943, due April 1, 1955

No. D 732956G	500.00	
No. D 732957G	500.00	
No. D 732958G	500.00	2,000.00

Total Securities		4,200.00
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TOTAL ASSETS		<u>\$12,262.00</u>
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Net Worth

NET WORTH		<u>\$12,262.00</u>
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Exhibit 2

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS,
BUDGET AND UNEXPENDED BALANCE

June 1, 1947—March 31, 1948

	Budget	Unexpended Balance
Receipts:		
Memberships:		
Renewed	\$10,636.00	
New	780.00	\$11,416.00
Subscriptions:		
Renewed	\$ 494.00	
New	33.35	
Club	233.00	
Single copies of back Num- bers	35.50	795.85
Corrections and revisions to the report on credit given by educational institutions	120.00	
Advertising	263.51	
Bond interest	77.50	
	<u>\$12,672.86</u>	<u>\$ 172.14</u>
Disbursements:		
Editor's office	\$ 4,398.23	\$ 5,845.00* \$1,446.77
Treasurer's office	735.36	1,000.00 264.64
Committee on special projects	1,209.13	2,000.00 790.87
Convention	86.62	1,500.00 1,413.38
General Administration	1,530.54	2,000.00 479.46
Miscellaneous	381.39	500.00 118.61
	<u>\$ 8,331.27</u>	<u>\$12,845.00</u> <u>\$4,513.73</u>
Excess of receipts over disbursements		<u>\$4,341.59</u>

* This includes an additional appropriation authorized by the Executive Committee when it became evident that the amount of \$4500, provided in the budget adopted at the Denver convention, would be inadequate.

REPORT OF THE COMMITTEE ON NOMINATIONS

Your Committee on Nominations submits the following report of nominees for the offices of the Association for 1948-49: Treasurer—As Mr. A. F. Scribner, of Valparaiso University, has served only one year of the three-year term, he continues as Treasurer. Secretary—Mr. G. E. Metz, of Clemson Agricultural College, has served only two years of the three-year term, and therefore continues as Secretary. For Second Vice-President, your committee nominates Mrs. Gretchen M. Happ, of the Principia College. For First Vice-President, your committee nominates Mr. R. E. McWhinnie, of the University of Wyoming. And for your next President, your committee nominates Mr. R. F. Thomason, of the University of Tennessee.

Respectfully submitted,

J. K. GANNETT

F. L. KERR

E. J. MATTHEWS

G. C. TUTTLE

J. C. MACKINNON, *Chairman*

Upon receipt of this report, the chairman called for additional nominations from the floor. No such nominations being offered, it was moved, seconded, and carried that the secretary be instructed to cast the unanimous ballot of the convention for the above nominees.

REPORT OF THE CHAIRMAN, COMMITTEE ON
REGIONAL ASSOCIATIONS

I wonder if you have had the feeling that I have felt, in this meeting, that while we are here together—while we are assembled—it seems almost as though all of the registrars, admissions officers and other officials in connection with the Association, were present in this great convention. We feel big—while we are here. And yet, I think, we should remember that scattered over this country are many, many people like ourselves, who, after all, are not here.

We have 27 regional associations, at the present time, serving both the national association and the people back home. And if there is any one point that I should like to make this morning, it would be

that the work of the regional associations should make that union possible, tying the work of our national association very closely to the people back home, and tying them to the Association. We had one very promising new association organized yesterday, the New England States Association. And so, in your folder, where you count 26, you now can count 27.

Regional association work has been most pleasing, as far as your chairman is concerned, because these workers in the associations have really been doing things, over the past year. Their meetings are reported to the chairman; from the chairman to the JOURNAL. The Editor of the JOURNAL has been most co-operative in printing in the JOURNAL the activities and programs of the regional associations. These associations hope that these programs will be read by all the members, because we find in our study of the activities and programs that many very excellent programs are carried out and reported. The regional associations, in their meeting in convention this year, mentioned the fact that many people still do not have access to the JOURNAL, and some of the regional associations are going to try to see that more people—more of our registrars and workers out over the country—will have access to the JOURNAL. Subscription rates are reasonable, and the JOURNAL speaks for itself.

There is also a point made, in convention, that I think is worthy of passing on, and that is the matter of regional associations in connection with stimulation of membership. This involves carrying back home the work and programs of the national convention—the work of the registrars over the country—which can well be disseminated, passed out, carried back, to all of our workers. The regional associations expressed the idea that it might be possible to draw in more into the area of membership, working through our membership committee and assisting them in every way possible.

There is another item that was given consideration: an early reporting of dates, place and time of meetings, and programs of the regional associations. As the regional associations are set up at the present time, almost any group that can be considered in an area where the folks can get together, do their thinking and planning and working together, could be a regional association. And giving an earlier report of dates and place of as many fall meetings and

winter meetings as possible each year, preceding the national convention, would be welcomed by the president of the Association or members of the executive board, and if the local-area regional associations cared to do so, they might invite the president to meet with them. They authorized me to work out suitable itineraries, in case invitations were extended to the president to attend the regional association meetings; and if we can have an early reporting through the regional associations, we hope it may be possible to work out a satisfactory itinerary, possibly with association meetings coming one or two or three within a week or a space of time that would make it possible for the president to work out a trip. The national officers would like to make closer contact with the work of the regional associations.

We need greater strength and greater unity. You have discovered this week that the national association is backing some very worthwhile projects. Very good activity and very profitable results are being obtained in many lines. And if the regional associations can assist in every way possible, that would be most welcome.

I would like to mention the work of the regional associations in co-operation with some of these committees, one in particular. More and more schools are becoming familiar with Miss Deters' subcommittee report on the "Adequacy of Transcript" guide. The regional associations have made it possible for close contact, distribution and follow-up activities in the use of the transcript guide, and we hope that this work will be stimulated and continued throughout the next year, so that more schools will be informed about what our Association believes to be the items properly appearing on an adequate transcript. That may lead eventually to better transcripts, more uniform transcripts, and it is considered as a worthwhile project.

I wish at this time to extend my thanks, as chairman of the regional associations, to the officers and the members of the committee for the unity that has been established, so far, hoping that it will be spread and continued. I wish to thank the executive officers of the Association, for all the assistance they have given. The president has been in close touch with the work of the regional association, and has given every possible assistance.

Respectfully submitted,

ROBERT S. LINTON

REPORT OF THE BUDGET COMMITTEE

SUGGESTED BUDGET

1948-49

Editor's Office and the Journal

Editor's Honorarium	\$ 300.00
Unallotted	5,450.00

\$5,750.00

Treasurer's Office	1,000.00
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Committee on Special Projects

Sub-Committee for Credit Reports	750.00
Sub-Committee on Adequacy of Transcripts	400.00
Completion of G.E.D. Study	350.00
Unallotted (Contingent)	250.00

1,750.00

Convention	1,500.00
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General Administration

President's Travel Expense	250.00
Unallotted	1,500.00

1,750.00

Miscellaneous & Contingent

Exhibit of Office Forms	\$ 50.00
Unallotted	950.00

\$ 1,000.00

Total Budget	12,750.00
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Estimated Total Income for 1948-1949	\$12,845.00
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This budget was approved by vote of the Convention.

REPORT OF THE COMMITTEE ON CO-OPERATION WITH THE
VETERANS ADMINISTRATION

At the business session in 1947, this Association adopted two resolutions pertaining to the Veterans Administration. The first was:

That the U. S. Veterans Administration be requested to furnish to the colleges and universities a duplicate signed copy of VA Form 7-1950, the Certificate of Eligibility and Entitlement, on entrance into training for each veteran. The second: That the reports of the U. S. Veterans Administration on absences and scholastic attainments be required only when the student's performance is not considered to be satisfactory, according to the stated policies and procedures of the educational institutions.

On July 10, Mr. Hoffman of Penn State College, a member of the committee which presented these two resolutions to the convention, represented the Association at a conference in Washington called to consider some other problems connected with the Veterans Administration. On August 8, 1947, the Veterans Administration issued Technical Bulletin 7-59, and the policies in this bulletin met the provisions in the second resolution which this Association passed and sent to the Veterans Administration. The Administration reported directly to the Secretary of this Association that further study would be made of the problem referred to in the first resolution. On March 29, Mr. Hoffman again attended a conference in Washington. He presented the following report to the Philadelphia Convention:

A meeting was called for March 29, 1948, by Dr. Brown of the American Council on Education, in connection with proposed changes in the forms used in the registration of veterans, in reports to the Veterans Administration. The forms presented were Nos. 7-1908, 7-1950, and 17-1953. The forms were discussed at an all-day session which lasted from 9:00 A.M. to 4:00 P.M., with every person present making one or more suggestions as to possible changes.

If the three forms as presented are adopted by the Veterans Administration, two results will have been obtained: First, the colleges will receive a copy of the certificate of eligibility and entitlement. Second, it will reduce the number of forms now being used from eight to three. There was a general feeling, on the part of those attending, that the meeting was most satisfactory and helpful.

PHILADELPHIA CONVENTION, 1948—REGISTRATION BY STATES

(Delegates and Guests)

Alabama	13	Arkansas	9
Arizona	1	California	6

Colorado	6	North Carolina	17
Connecticut	15	North Dakota	2
Delaware	4	Ohio	33
Florida	7	Oklahoma	7
Georgia	4	Pennsylvania	100
Illinois	35	Rhode Island	3
Indiana	17	South Carolina	7
Iowa	6	South Dakota	2
Kansas	8	Tennessee	14
Kentucky	10	Texas	13
Louisiana	2	Utah	5
Maine	2	Vermont	6
Maryland	19	Virginia	14
Massachusetts	26	Washington	2
Michigan	21	West Virginia	16
Minnesota	9	Wisconsin	9
Mississippi	4	Wyoming	1
Missouri	12	District of Columbia	18
Nebraska	6	Canada	3
New Hampshire	1	Lebanese Republic	1
New Jersey	34	Mexico	1
New York	71		
		Total	622

REGISTRATION OF MEETINGS

1910-1948

Registra-

<i>tions</i>	<i>Year</i>	<i>Place</i>	<i>President</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College (Chairman)
30	1911	Boston	A. H. Espenshade, Pennsylvania State College (Chairman)
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	*J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	*G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	*A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington	Ezra L. Gillis, University of Kentucky
118	1922	St. Louis	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1924	Boulder	*T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis	G. P. Tuttle, University of Illinois
214	1927	Atlanta	*R. M. West, University of Minnesota
253	1928	Cleveland	Ira M. Smith, University of Michigan

119	1929	Seattle	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis	E. J. Grant, Columbia University
252	1931	Buffalo	J. P. Mitchell, Stanford University
282	1932	Chicago	R. N. Dempster, Johns Hopkins University
266	1933	Chicago	J. G. Quick, University of Pittsburgh
219	1934	Cincinnati	*F. O. Holt, University of Wisconsin
245	1935	Raleigh	K. P. R. Neville, University of Western Ontario
309	1936	Detroit	*Alan Bright, Carnegie Institute of Technology
285	1937	Kansas City	J. R. Sage, Iowa State College
334	1938	New Orleans	Fred L. Kerr, University of Arkansas
442	1939	New York	Edith D. Cockins, Ohio State University
325	1940	St. Louis	William S. Hoffman, The Pennsylvania State College
404	1941	Chicago	J. C. MacKinnon, Massachusetts Institute of Technology
316	1942	Chicago	A. H. Larson, Eastman School of Music
381	1944	Chicago	*J. R. Robinson, George Peabody College
285	1946	Atlanta	Ernest C. Miller, University of Chicago
380	1947	Denver	S. Woodson Canada, University of Missouri
622	1948	Philadelphia	Carrie Mae Probst, Goucher College

* Deceased.

MEMBERSHIP OF THE ASSOCIATION, 1914-1948

Year	No. of Members	
1914	62	1933 705
1915	100	1934 671
1916	223	1935 671
1917	140	1936 699
1919	177	1937 722
1920	194	1938 756
1922	210	1939 784
1924	299	1940 790
1925	331	1941 802
1926	384	1942 823
1927	504	1943 814
1928	622	1944 874
1929	696	1945 969
1930	749	1946 1054
1931	754	1947 1200
1932	720	1948 1181*

* This decrease from the total of a year ago is only apparent. It was brought about by cleaning up the list, removing duplicate titles and delinquent members. Actually the Association received 120 new members in 1947-48.

Editorial Comment

The 1949 Convention

AT THE closing meeting of the Philadelphia convention, Milwaukee was announced as the site of the convention for 1949. This was in response to urgent invitations from the Wisconsin Association of Registrars and from several civic organizations in Milwaukee, and after the Executive Committee had canvassed various suggestions and invitations and reached a unanimous decision.

Almost immediately after the convention adjourned it developed that there had been a misunderstanding somewhere, because the only adequate hotel in Milwaukee could not provide space for us in April, except during Holy Week, which obviously is no time for our meeting.

Three members of the Executive Committee, including the President, were in Chicago early in May for meetings of the American Council on Education and had the opportunity to confer not only with each other, but with a number of prominent registrars who were also in attendance, and also, by telephone, with several other officers of the Association. As a result of this discussion Columbus, Ohio, was chosen for the convention in 1949, and the dates were fixed as April 25 to 29. The Neil House will be the convention headquarters.

We believe this to be a wise decision. Hotel facilities in Columbus are excellent, and the city is easily accessible by rail or air, from any direction. Moreover, it is close to the center of population of the AACR. Mr. Thompson, of Ohio State, was eager to have us come to Columbus, even though the burden of convention chairman will fall upon him. He counts strongly upon help from Miss Edith Cockins, registrar emerita at Ohio State and former president of the AACR, and there are many nearby institutions to lend a hand.

So mark it on your calendar: Columbus, Ohio, April 25-28, 1949!

The Rotation Scheme for Conventions

AT THE first Atlanta convention, in 1927, the Association adopted a scheme of rotation for the annual convention, which is still a part of the by-laws. The scheme divides the country into five sections: North Atlantic, South Atlantic, North Central, South Central, and

Western, and provides that "the meetings go from one extreme section to another and in alternate years go to one of the central sections, alternating between the two central sections."

Under this plan it takes eight years to make the complete cycle, and five years to get into each section. In the eight-year cycle two meetings each would be held in the Western, North Central, and South Central sections, and one in each of the Atlantic sections. In view of distribution of the membership and the travel-distances involved, this seems justified.

Special conditions imposed by the war made it advisable to hold three successive meetings in Chicago. On that account the 1948 meeting skipped from Western to North Atlantic. Except for these variations the plan has been consistently followed, and presumably it will continue to be followed. The order would be:

1949	COLUMBUS, OHIO
1950	Western
1951	South Central
1952	South Atlantic
1953	North Central
1954	Western
1955	South Central
1956	North Atlantic

For some time, the Executive Committee has discussed the advisability of taking a meeting to the Pacific Coast, where only one convention has been held—that in Seattle in 1928. There is a large and active group of Registrars west of the Rockies, and many of them come faithfully to our meetings year after year. Obviously it is only fair to take the meetings, now and then, to their territory. The other advantages of holding a convention on the Pacific Coast are self-evident. To balance them, however, we must consider the huge amount of travel involved and the fact that a convention held so far west would tend to be small.

It has been suggested that a Pacific Coast Convention be announced two years in advance, to give the members time to prepare for it; and that it be held in the summer, so that the members might make it a part of their vacation plans. No Executive Committee, however, has authority to make commitments which will be binding on its successors. Such action would probably have to come from the floor of



the Convention. The Executive Committee is sincerely interested in the problem and would welcome comments and suggestions from the membership.

A map showing the convention divisions is appended hereto. The Executive Committee recently altered the boundary between the North Central and South Central sections so as to include St. Louis in the former.

Sorry!

THE current issue of COLLEGE AND UNIVERSITY will reach its readers very late, for which we apologize. The chief reason lies in the fact that, due to a misguided change in the method of reporting at Philadelphia, the Convention reports did not reach the Editor until five weeks after the Convention closed, and two days before June 1 when this issue was supposed to go to press. No Registrar needs to be told that getting an issue ready for press right in the middle of the Commencement rush is out of the question. A contributing cause for the delay is the fact that the Banta Company closes down for a week in the summer to give its employees a vacation, and when the JOURNAL copy finally was sent to Menasha, it arrived just in time to be caught in this shutdown.

The Columbus Convention will be reported by the Hoskins Company whose excellent stenographic service has contributed much to the success of past conventions for many years. We hope never again to have to apologize for a tardy issue.

George William Lamke

A MEMORIAL

THE American Association of Collegiate Registrars enters upon its records this tribute to the memory of George W. Lamke, Registrar of Washington University, and honored member of this Association for so many years.

Mr. Lamke's colleagues cherish their pleasant associations with him. They revere his memory for his calm good judgment, his poise, and his high, yet critical, regard for the opinions of his fellow men. He served his University with dignity and with devotion. He contributed more than his share to the welfare of this Association, and those of us who knew him best are particularly conscious of the

sacrifices he made of his time and of his physical energies in order that the 1940 Convention in St. Louis might be the success it was. The Association is indebted.

We pay honor to George W. Lamke as a man we loved, a member toward whom we looked for counsel, an administrator who lent distinction to his chosen profession.

Done by the Executive Committee, in the name of the American Association of Collegiate Registrars at Philadelphia, this 22nd day of April, 1948.

Book Reviews

R. E. McW.

Neilson, Francis, *Modern Man and the Liberal Arts*, New York: Robert Schalkenbach Foundation, 1947. 339 pp.

In a book made up of loosely united papers and speeches, Mr. Neilson discusses liberal education, economic history, the decay of English peasantry, the Fabian movement, and the fall of civilizations. The title, therefore, is somewhat misleading, since only in the first two chapters does the author discuss liberal education directly.

Mr. Neilson, a gentleman of eighty and of varied experience, from journalist to Member of Parliament, sees the present world through gray-tinted spectacles. Liberals are weak, unable to present a healthy opposition, incapable of aiding citizens to regain control of governments, and lacking in courage. England's landless peasantry are the cause of her decay, and America's emphasis on vocational education has diminished our power to reason. Mr. Neilson clings to memories of Henry George and of the Fabian movement in England. They color even his criticism of Toynbee, whose great erudition he acknowledges but whose weakness is his failure to consider the economic factor in history. Spengler and Freeman command a greater admiration from him as students of decaying civilizations.

Thus we are not surprised to find that Mr. Neilson thinks little of progressive education or of John Dewey. Specialization has produced dull scholars, mass education is a delusion, and it is "doubtful whether a tenth of our colleges and universities are necessary." Even the figures on juvenile delinquency are correlated with progressive education, and the ferocity of modern war is said to coincide with the rise of the common school system. Thus a liberal education becomes finally a matter of returning to the classical, to medieval history, to a vaguely specified but anti-scientist faith, and to Henry George. Such a summary does not do justice to the liveliness of some pages, or to the range and vigor of the historical analysis; but I fear that it does not greatly distort the general tenor of the two chapters on liberal education.

WILSON O. CLOUGH
Department of English
University of Wyoming

Dunigan, David R., S.J., *A History of Boston College*, Milwaukee: The Bruce Publishing Company, 1947. 324 pp.

"Catholic education" is likely to be a pale abstraction, alongside which

a report of careful observation of a concrete Catholic school must seem a useful index to reality, especially when experience can verify that report as recapitulating, in effect, the whole history of higher Catholic education in the United States.

An effort has been made, says the distinguished author of this book (the second in a series on Catholic education), to present facts as objectively as possible, without attempting to establish preconceived verdicts or to glorify individuals. From the evidence offered, the reader may form his own conclusions. Father Dunigan's own conclusion (p. 315): "It would seem that one lesson to be derived from reflection upon the history of Boston College would be that no step in the progress of the college was a 'safe' step; each one involved risk; each one demanded courage on the part of those who accomplished it; each one required sacrifice to bring it to successful completion. Those brave unspectacular events live on in their effects, and the mere recital of them on the printed page still has the power to stir the hearts of those who follow with a challenge to equal them with present daring."

From the start *A History of Boston College* is more than the story of a school; for it has all that is typical of the struggles of Catholic educators. If one realizes that the story of American Catholic higher education is still to be written (Editor's note, p. vii) and that it remains unwritten in part because few Catholic institutions have recorded their achievements in a form apt to supply information for such a story, then one can easily see that this book substitutes for the general deficiency and offers a pattern for the supplying of specific deficiencies. The general reader, an educator of whatever sort, will return from this book to find his own job more intelligible and newly stimulating.

Progress, slow but sure. The morning of July 22, 1857, Father McElroy overcomes the first stage of the "struggle" by securing property for a church and "a narrow neck of land" where "the horse railroads will afford easy access for students from all parts of the city and the vicinity." The first rector, Father Bapst, goes through the period when "Know-nothingism" is rampant and he himself is threatened with physical violence. In 1869 the first catalogue of the officers and students of Boston College appears and the requirements for admission are a good moral character, and a knowledge of the fundamental principles of arithmetic and grammar. In 1880 its famous alumnus, the later Cardinal O'Connell of Boston, receives the first gold medal in philosophy, the first silver medal in physics, and the second medal in chemistry! Growth! In 1883 "The Stylus," college magazine, and a year later the Alumni organize. May 1907, new buildings, a new location imperative, and a fund of ten million dollars needed! And 1919, Boston College defeats Yale 5 to 3

on a "historic 47-yard field goal made by Jimmie Fitzpatrick."

Progress and struggle, indeed. But a quarter of a century later, Boston College can boast of an Intown College, a Graduate School, a Law School, a Social Work School and a College of Business Administration, of a Francis Thompson Collection, of scientific explorations and expeditions, of an heroic contribution to the Defense Training Program of our "soldiers with school books."

Dr. Francis M. Crowley, Dean of the School of Education, Fordham University, general editor of *The Catholic Education Series*, in which this book is a sequel to Father Wise's *The Nature of the Liberal Arts*, points out that "today, there is much indirection in American education, due mostly to a lack of an adequate philosophy or an inability or unwillingness to assume a critical attitude toward sacrosanct educational shibboleths." The history of Boston College, with its considerable reference value, its well documented bibliography, its informational appendices, and its excellent index is, for educational administrators, an orientation among the basic problems common to all Catholic colleges. To all who will read the book it is "an example of what Catholic higher education has had to struggle against, what it has to offer, what it can achieve."

REV. LEO C. STERCK
St. Ambrose College
Davenport, Iowa

Butts, R. Freeman, *A Cultural History of Education*, New York: McGraw-Hill, 1947. ix + 726 pp.

This volume in the McGraw-Hill Series in Education, Dr. Harold Benjamin, consulting editor, bears the sub-title "Reassessing our Educational Traditions." It is an ambitious and significant book; ambitious because of the scope of its fundamental plan, significant because of the generally satisfactory manner in which its specified purposes are achieved. As the title and sub-title suggest, Dr. Butts aims to review the long history of education in the western world, to achieve a new perspective. His contribution is not in marshaling new materials pertaining to education itself; it is in providing the content in which these materials can and should be studied.

The underlying factor which makes this book noteworthy is the author's recognition that "education is affected by the dominating institutions and beliefs of a culture and that education in turn affects a culture." The word *culture* he uses in the anthropological sense, "the whole matrix of political, economic, social, and religious institutions as well as the beliefs, ideas and ideals that guide a people in their private and public endeavors." Professor

Butt's basic thesis is that to reassess modern education, there must be understanding and vital comprehension of the total cultural setting within which the educational institutions function, and of which they are one inextricably integrated part. Other writers in education have, of course, sensed this point and elaborated upon it, as for example, Charles H. Judd in his *Psychology of Social Institutions*. Butts makes his contribution through his elaborately systematic application of this point of view to the story of education in Europe and America.

The framework of the book is clear. For each major cultural or historical period covered, there is first a statement of the characteristics of the dominant social institutions. Then follows consideration of the core ideas prevailing in each culture. These chapter-long materials provide the setting within which the author traces the organization and control of the educational institutions, with special attention in each case to the educational aims, and the devices and methods that have evolved to achieve them. Out of the discussion, and the vast amount of material that bulwarks it, there emerges the conception of a democratic education, towards which we in this country are presumably striving.

In Part I, these cultures are reviewed: primitive and ancient, Greek, Roman, the Middle Ages, European of the Renaissance and Reformation periods. In Part II the author covers the age of enlightenment and the Nineteenth and Twentieth Centuries in Europe and America.

The book is designed as a text for students in courses in the history of education, but it will also serve as a useful reference and orientation volume for a wider group of readers. Because of its potentially wide use, it is encouraging to find a history of education in which the impact of other cultural components is so definitely set forth. The twenty pages of selected references include many names not customarily appearing in educational histories: Boas, Benedict, Mead, to cite but three from anthropological literature.

Granting that the conception of the book is sound, its execution is subject to certain limitations that invariably accompany an attempt to compress the period of western civilization between the covers of a single volume. Clearly there is danger that the student, except under the most skilful guidance of a well-trained teacher, will absorb into memory names and dates without fully comprehending the meanings of the cultural movements or events that are outlined. The book would seem to assume some considerable background in culture history, as, for example, in making casual reference to the funeral oration of Pericles and "the ephebic oath." Likewise, and even more apparently, the long list of names in the section on the social role of arts and sciences in twentieth century United States calls for supplementary knowledge if the full

significance of the section is to be caught by the students. These observations, however, point a problem which is not new; it is inherent in every survey book. But when the survey has in its sweep not only the history of education, but the more inclusive social history as well, the problem is intensified.

These comments are not to be negatively interpreted, for Professor Butts merits high commendation for his attempt to present a truly meaningful survey of the development of our educational tradition, and to do so with the perspective that only a parallel survey of cultural history can give.

MALCOLM M. WILLEY
Vice President, Academic Administration
University of Minnesota

Goodman, Samuel M., *Curriculum Implications of Armed Services Educational Programs*, Washington, D.C.: The American Council on Education, 1947. 101 pp.

Curriculum Implications of Armed Services Educational Programs deals with the educational programs which the arms and services of the Army and Navy conducted in training men for specific jobs during World War II. This training consisted of instruction ranging from basic training to the most advanced technical training required to provide the services with technicians.

Since the services had as their ultimate objective training for combat, it became obvious that specific objectives must be clearly defined. Once the objective had been determined, it became both the goal and the limiting factor in the training. Men were taught to do a limited number of skills and were taught basic needs for jobs. The Army and Navy sought to define the exact purposes of each course in the training program. The services achieved that objective by holding instructors and trainees responsible for the objectives set forth and no more. Men in the services were not necessarily motivated to learn but were ordered to learn.

The curriculum was in a constant state of change. Battle conditions created the need for new changes in the curriculum. Courses were replaced or discontinued when it was evident that there was no need for further training or when new courses were found to be more effective.

It was found that curriculum development was predicated on the concept of specific need, modification, and elimination. Civilian education cannot necessarily be compared with military education which took place during the war because the controlling factors operated differently in the two situations. The main difference was the time-lag between learning and

application. The armed services trained adults in specific skills that had to be applied in a relatively short time. The fact that the services were willing to change the curriculum to meet specific needs re-emphasizes the assumptions that "(1) the only valid curriculum is the constantly changing curriculum, (2) the recognition of need will force change, and (3) change involves additions to, modifications of, and eliminations from the curriculum."

Realism was sought in the learning situation by both the Army and the Navy. This may be illustrated by the number of trainees required to crawl through infiltration courses with live bullets overhead.

The college level training conducted by the Army and Navy was coordinated with interdepartmental instruction. This program was effective mainly because of its clearly defined purpose and careful planning.

Training aids were not available at the beginning of the war. By 1944 training aids became available in almost all of the services. It became apparent that a properly equipped school plant is important to the implementation of an effective curriculum. The services spared no expense in providing all the training aids available.

The Army and Navy recognized that the training program would not be implemented properly unless the personnel assigned to teaching duties actually knew how to teach these programs. Many of the teachers had former teaching experience in civilian life. It was necessary, however, in the expanding program to train many others how to teach. Instructor training courses were added. Some of these training courses were centralized and became a central instructors' school.

The armed services learned how to use specialists and committees to keep the training programs up to date. Civilian experts were brought into the program as consultants and sometimes were detailed to do a specific job. The Army and Navy sought the best group thinking in planning their programs.

The services prepared thousands of courses and programs. Instructors' guides were prepared. Much effort was expended in the preparation of these materials. Although the guide was intended for use as an aid only, it served to single out specific objectives for the teacher. The services assumed that the program outline was a necessary adjunct to effective teaching. A detailed outline for each course was eventually made available to instructors. Many of these outlines reflect careful planning and effective thinking.

EDWIN D. MARTIN
Director of Research
Houston Public Schools
Houston, Texas

Houle, Cyril O., Burr, Elbert W., Hamilton, Thomas H., and Yale, John R., *The Armed Services and Adult Education*, Washington, D.C.: American Council on Education, 1947. xv + 257 pp.

This book combines a reporting of adult education ventures in the various branches of military service during World War II with implications for such programs. It is one of the series of publications issued by the Commission on Implications of Armed Services Educational programs, directed by Dr. Alonzo G. Grace.

The book proceeds through several chapters which compile descriptions of the various off-duty educational programs in the various branches of the armed services. One of the weaknesses of the study, acknowledged by the authors, is the fact that their materials were derived largely, not from first hand observation, but from already compiled histories and other types of source materials made available to them. Actual field program practices could be ascertained only through personal testimony and from the documentary sources available to the authors.

A reading of the book leaves one with the impression that but very little preparation had gone into the "D" day mobilization plans with reference to armed forces educational programs. They were slow in developing and we were nearly midway into the war before the programs actually crystalized to any considerable extent. Certainly this book should be a valuable source reference for ideas for future planning.

Chief features of the programs included the extensive correspondence courses made available to military enrollees, the extensive use of audio-visual aids in training programs and the wide divergence of types of programs inaugurated in the various military branches for off-duty educational opportunities. It appears clear that where highly successful programs were operated, aggressive and interested leadership was primarily responsible. Where the leadership indicated only cursory interest, the programs were uniformly only average.

Implications drawn from the study were treated in the following categories: General Implications, Implications Concerning Objectives, Implications for Administration and Organization, Implications for Methods, Implications for Instructional Materials, Implications for Leaders and Leader Training, Implications for Guidance and Counseling, Implications for Student Recruitment, Evaluation, Financial and Physical Facilities. The individual implications are too detailed for discussion here, but they are pointed and well drawn by the authors.

Believers in the efficacy of education must include an important place for the function and sphere of adult education. Society cannot place dependence merely on the education of children. Time is insufficient. In-

terest shown by adults in continued learning in the armed forces parallels a similar interest inherent in most civilian adults who, if properly challenged and stimulated, will embrace the opportunity for further learning, especially if it is geared to their needs and interests.

ROBEN J. MAASKE

President

Eastern Oregon College of Education

Peatman, John Gray, *Descriptive and Sampling Statistics*, New York and London: Harper & Brothers, 1947. xviii + 577 pp.

This book is intended as a text for an introductory one-year course for either undergraduate or graduate students. It contains some material of merit in the routine clerical operations of a statistical organization; for example, Chapter 2 on the reduction and organization of categorical data and Chapter 5 on the reduction and organization of variate data. The book will undoubtedly enjoy popularity and good reviews because of the widespread but uncritical clamor for texts in statistical techniques which has accompanied the recent unprecedented expansion of activity in this subject. The methods of inference which are explained, however, are mostly long out of date or disturbingly faulty. In the past 20 years the underlying principles of scientific method and statistical inference have been developed and applied to the design of experiments and sampling in social, economic, and opinion surveys, as well as in the control of quality of manufactured product. These new principles are now being applied to the problem of attaining maximum efficiency of estimation and prediction, and to the economic control of the sampling errors and other types of errors that creep into all experiments and surveys. The statistician has turned probability theory into certainty and tremendous economic gains. These aspects, which should be the only excuse in this day for writing a new book, seem to be wholly lacking in the book under review. This is so, despite numerous references to recent papers and books, and to statistical techniques of lofty vocabulary including factor analysis, efficiency of predictions, likelihood and confidence criteria, centiles, terciles, vigintiles, deciles, quintiles, and (I suppose) tiles ad infinitum; biserial, quadriserial, quintiserial correlation coefficients, triserial skewness. The basic reasons for using these or any other techniques (viz., to design experiments and interpret data economically, with the aim of providing rational grounds for decision or for increase in knowledge) is not made clear.

Some of the fallacies in the book should be illustrated and the following references are cited, although the one on p. 376 or that on p. 310 would be sufficient by itself to destroy confidence in the entire book.

(P. 291) A sample is a replica of the universe, and therefore *representative*, provided that the distribution of the observations or measurements under investigation is identical in both sample and universe. (Comment: a representative sample is a will o' the wisp: there is no way of drawing a representative sample so defined. Statistical inference, at least in its present-day form, deals with representative *methods*, not with a representative sample. The distinction is fundamental.)

(P. 299) Stratification consists in the drawing of samples in such a way that the representation of the stratifying factors in the total sample corresponds to their respective proportions in the universe. (Comment: very confusing. In stratified sampling, the sample-design calls for the separation of (e.g.) the counties, tracts, or other areas into various "strata," each to be sampled. The basic aim is to separate out the assignable causes of variability, examples being rent-level, proportion nonwhite, urban-rural, all of which sometimes affect the characteristic being studied, which might be the proportion of men who go to college somewhere to study science. Why and how to stratify, and what size of sample to draw from each stratum are the important questions but none of these is discussed.)

(P. 301) The chance error effects caused by too many males or too many females in a single random sample can be avoided. (Comment: the reviewer would like to know how.)

(P. 307) A great deal of the empirical progress that has been made during the past ten years in sampling statistics in the social sciences has been in the fields of public opinion and market research. (Comment: public opinion and market research organizations have indeed contributed greatly to the techniques of questionnaires, field practice, and—most important—to public acceptance of sampling. Every statistician owes a heavy debt to Dr. George Gallup and others for popularizing the idea of sampling and the usefulness of timely quantitative information. But contribution to the theory of sampling is another matter.)

(P. 310) We randomize the best we can; and to the extent that we fail, we hope that stratification will compensate for the errors. (Comment: this is a common fallacy held by many laymen, and is indeed the practice all too common in a great deal of commercial and private research, but no real progress in sampling practice is possible so long as such ideas are held and propagated. One cannot blame the economist, sociologist, public opinion expert, psychologist, etc., but he who would propagate the faith in statistical method should point out that this is *not* the way to get reliable information.)

(P. 376) The best estimate of the standard error of a sampling distribution of means is given by the following: $\sigma_M = \sigma_\mu / \sqrt{N_s}$, where σ_μ is the

standard deviation of the measures of the universe from which the sample was drawn and, as usual, N_s is the size of the sample. This formula ordinarily cannot be used, however, because the standard deviation of the universe being sampled is usually not known. Consequently, the estimate of the standard error of a mean must be based on the standard deviation of the distribution of a sample result. The formula for the standard error of a mean therefore becomes $\sigma_M = \sigma/\sqrt{(N_s - 1)}$ where σ signifies the standard deviation of the distribution of the sample result. (Comment: the first formula is not an estimate at all, but actually *is* the standard error of a mean. The effect of sidetracking a serious student so early in his thinking can easily be conjectured. Beginning at the word *Consequently* the quotation is so confused as to defy either interpretation or comment.)

On p. 374 the author makes an attempt to calculate a standard error for an opinion poll in which the quota method of selection has been used; moreover, he uses the sadly overworked pq/n formula which is hardly ever the correct one to use even in the elite random sampling that is carried out by government agencies. The pq/n formula is in fact given on p. 375 without any reservation or warning that n is hardly ever the number of people in the sample, but is the number of sampling units, and that the formula hardly ever applies even when n is known. For every random sampling plan there is a formula for the variance of any estimate made from the sample. The particular formula quoted refers to a particular plan of sampling which is not the one under consideration. This citation demonstrates the necessity for a thorough understanding of statistical theory before indulging in applications.

In contrast to the foregoing criticisms it is a pleasure to find such excellent advice as is contained in the following statements:

(P. 295) To the extent that samples are not random we cannot have confidence in generalizations about universes made in the light of an analysis of sample results.

(P. 297) It should be emphasized in this connection that merely increasing the size of the sample will not eliminate any biases inherent in the general sampling technique used. Nor will the replication (or repetition) of a sample increase the soundness of the result if the same defective sampling method is employed for both samples.

(P. 329) When we speak of the probability of a single event, we use the singular only metaphorically. From the point of view of the frequency theory of probability, a single instance or occurrence has no probability value.

There is now a plethora of recent statistical texts on the market which have contributed nothing new to statistical theory, which have propagated

most of the errors of the past, and whose authors have ingeniously albeit unconsciously created new ones. It is time to enquire where publishers are leading us to. The science of statistics is undergoing rapid and revolutionary changes. Research and understanding are necessary as never before to anyone who attempts to work in applied statistics and certainly to anyone who attempts to teach or write on the subject. As Hotelling remarked in a paper on the teaching of statistics delivered at the Rutgers meeting of the Institute of Mathematical Statistics in September, 1945, "no skill in pedagogy, no lustre of personality, can atone for teaching errors instead of truth. Errors are very likely to be taught by those who do no research, and then the more skillful the pedagogic indoctrination, the greater the harm."

Let it be hoped that in the near future, publishers if not authors will see fit to discharge their responsibilities to science and in particular to the science of statistics by developing aims and standards of publication, as by discovering in what areas of the subject, theoretical and applied, textbooks are needed, and then, above all, seeking competent people to write on them. Fortunately, some publishers are already alive to this opportunity and responsibility; some important improvements in quality are already obvious, and more are on the way.

W. EDWARDS DEMING
Bureau of the Budget,
Washington, D.C.

A REPLY BY MR. PEATMAN

It is indeed courteous of the Editors to accord me this opportunity to reply to Mr. Deming's review of my book. Mr. Deming has misinterpreted the intent and scope of my work. It is an applied, introductory text written primarily for students in education, psychology and sociology and those aspects of market research related to these areas of study. My emphasis throughout is on the logical and applied aspects of statistics for these fields, rather than on the mathematical bases thereof. I did not write the book for the purpose of developing statistical theory, as Mr. Deming infers I should have done; nor to involve the beginning students in the many refinements of statistical theory.

The methods of inference I develop are well-established for the sampling of infinite or very large populations. The reader of my book will also find that I do not agree with Mr. Deming's proposition that "the statistician has turned probability theory into certainty," even though he may have achieved "tremendous economic gains."

As for some of the specific criticisms Mr. Deming makes, I would like to refer first to those on p. 310 (should be 311) and p. 376, which

have evidently so undermined the reviewer's confidence. The quotation from p. 311 is out of context. It appears in a short section entitled "Chief source of error in stratified sampling." And that source of error I underscored as follows: "The chief source of error in stratified sampling is the failure to obtain a truly random sample of observations or measurements for each control stratum of the universe sampled. We cannot overemphasize the fact that *randomization is the primary control factor in all sampling.*" The "we" of the reviewer's quotation refers to what sometimes occurs in consumer and public opinion research. I agree heartily with the reviewer that it is not thereby to be condoned.

As for the quotation from p. 376, Mr. Deming is right in criticizing my use of "best estimate" which inadvertently crept into my discussion of how to estimate the standard error of the mean of a random sample. However, the formula given for the basic estimate is correct, being algebraically the equivalent of

$$\sqrt{\frac{\sum x^2}{N-1}} / \sqrt{N}$$

A "representative sample" (p. 291) is a matter of definition. I like mine. In view of the reviewer's interest in methods, I am surprised that he did not also quote the following which is on this same page: "In practice, therefore, it is rarely possible to describe a sample as truly representative of a population. Instead, the character of a sample is usually described in terms of the methods used in obtaining it rather than in terms of its representativeness of the statistical population. By this criterion of *method*, samples may be classified as follows:

1. Random samples.
2. Stratified-random samples.
3. Accidental or uncontrolled samples."

The quote "Stratification" (p. 299) is part of a section on Stratified-random Sampling, consisting of thirteen pages on the "whys" and "hows" with emphasis on the fact that stratifying factors to be useful need to correlate positively and high with the trait or behavior to be studied, and a section on the inter-relation of stratifying factors. This is much more than most introductory texts have to say on this subject.

The quotation from p. 301 is again taken out of context, as the reader is invited to ascertain for himself by examining the entire section.

The quotation from p. 307, which is roundly condemned by the reviewer, specifically refers to *empirical progress* rather than to the theory of sampling. But Mr. Deming's criticism refers only to theoretical progress!

I am at a loss to understand Mr. Deming's reference to "lofty vocabu-

lary." Evidently, some of the statistical concepts, including centiles, commonly used in educational and psychological statistics are unfamiliar to the reviewer. But this in no way detracts from their usefulness for these fields of research. ("Triserial skewness," by the way, is a concept with which I am unfamiliar and cannot locate in my book.)

Finally, I am intrigued by Mr. Deming's reference to "the elite random sampling that is carried out by government agencies." A truly random sample is random, whether made by government or by private agencies.

JOHN GRAY PEATMAN

Reported to Us

A. H. P.

Reports from Colleges and Universities

A new program inaugurated at Amherst College virtually rules out elective subjects for the first two years and places new emphasis on small classes and interdepartmental co-operation.

The University of Arkansas has admitted a Negro student to its law school. The University of Delaware will admit any Negro resident of the State to any course of study not offered by the Delaware State College for Negroes.

The University of Bridgeport has inaugurated a plan of Universal English whereby the standards of the English Department for written work are applied in all classes throughout the institution.

Bucknell University is offering a new course which digests and integrates the material presented in other courses. The course, interdepartmental in nature, emphasizes student and faculty discussions and features prominent guest lecturers. During its first semester, twenty-five seniors, chosen from among the best students in every department, were enrolled.

The University of Buffalo has named a Faculty Advisory Committee to serve as "an agency for the expression of faculty opinion on matters affecting the present or future educational policies of the university."

The Carnegie Library School of the Carnegie Institute of Technology will assume graduate status next September awarding the degree of Master of Library Service.

This year marks the fiftieth anniversary of the University College, the downtown adult education unit of the University of Chicago.

The 26th annual Institute for Administrative Officers of Higher Institutions was held at the University of Chicago, July 6-7. The general theme of the conference this year was "The Community Responsibilities of Institutions of Higher Learning."

A "little University of Chicago in Germany" has been set up at the University of Frankfurt to help re-establish co-operation between higher education in Germany and the United States. A two-year project, in which an exchange of professors is planned for the future, the University of Chicago unit will be financed by a \$120,000 grant from the Rockefeller Foundation and an equal amount from the university.

The annual summer conferences for school administrators held at the University of Chicago and Northwestern University were merged into a co-operative conference. Built on the theme, "The Administration of Schools for Better Living," the co-operative program was held July 12 to 16 on the University of Chicago campus.

Dean Harry J. Carman of Columbia College, recommends in his annual report the establishment of an additional graduate school, the primary task of which would be preparation of prospective college teachers in general education.

Cornell University awards the title, "Trustee Emeritus," to retired members of the board who have given outstanding service to the university.

The University of Georgia is offering a five-year course in veterinary medicine leading to the degree of Doctor of Veterinary Medicine.

Under a grant of \$100,000 from the Carnegie Corporation of New York, Harvard University is conducting a survey of research needed for further knowledge of Russia in the United States.

Harvard University has established a new degree, Doctor of Philosophy in Social Science. Providing a broad background of study, the course leading to the degree will help to train men for the teaching of courses in general education such as Harvard now offers and for study of social problems that cut across the departmental lines of a university. Teaching experience is to be a part of the program.

The Harvard Conference on Careers offers job-hunting students as well as the public an opportunity to hear professional and business leaders discuss in twelve evening sessions journalism, advertising and public relations, radio and movies, business, teaching, engineering and scientific research, publishing, medicine, labor, government, law and design. The program is sponsored by the Office of Student Placement.

The College of Dentistry, University of Illinois, offers a "novel extension service in education," the transmission of a series of lectures 625 miles by telephone.

The University of Kansas is offering a new educational program under the title "The Study of Western Civilization." The passing of an examination in this subject is a requirement for graduation from the College of Liberal Arts and Sciences.

Under a grant of \$100,000 from the Carnegie Corporation of New York a new center for library research and scientific aids to learning will be established at the Massachusetts Institute of Technology. The main purpose will be to study scientific methods of collecting, organizing, and communicating knowledge.

Michigan State College has inaugurated a program of flying field trips with 200 school administrators from all parts of the country participating. The project known as the "flying classroom" will visit businesses, industries and labor groups in Chicago, Detroit and New York.

The University of Minnesota reports that students preparing for medicine are receiving the highest academic grades, with the School of Nursing, second and the senior division of the College of Science, Literature and the Arts and the School of Dentistry tied for third place.

The University of Minnesota will award two types of medals, one to be known as "Builder of the Name" for those who have assisted materially in the building and development of the university, the other, for former students of the University who have achieved signal success in their chosen fields, with the inscription "Outstanding Achievement."

Mount Holyoke College will offer a certificate comparable to those given by many European universities to students from abroad who spend a year in residence at the college and who complete successfully at least 18 hours of courses primarily concerned with the United States.

A fully-equipped German Diesel engine research laboratory will be located on the campus of Oklahoma Agricultural and Mechanical College in Stillwater, Oklahoma.

The architecture and architectural engineering curricula at Pennsylvania State College have been extended to five years.

The name of Dayton YMCA College has been changed to Sinclair College of the Young Men's Christian Association.

Southern State Teachers College, Springfield, South Dakota, has introduced a plan for rating the teachers by the students. The rating device, prepared by a faculty committee, was constructed to be wholly objective, and can be marked so that the identity of the student is not disclosed. The following ten points, all distinctly pedagogical, are included: 1. Effective use of lecture method; 2. Effective use of discussion and socialized method; 3. Effectiveness of instructor's questioning in class; 4. Testing and evaluation procedures; 5. Fairness in marking; 6. Class interest and enthusiasm; 7. Attention to student difficulties and differences; 8. Quality of instructor's voice; 9. The assignment; 10. Class outcomes.

The plan was found to be highly stimulating to all faculty personnel both in the anticipation of the student-rating experience and in the use of the results after the rating was completed.

Sweet Briar College has a foreign-study plan under which qualified American students of both sexes may spend a year studying at the Sorbonne with full credit toward the B.A. degree.

Trinity College, Sioux City, Iowa, suspended operations as a college at the close of the academic year, 1946-47.

Opening in the fall of 1948, the Library School of the University of Texas will offer work leading to a Master of Science degree.

Students at the Tufts College Engineering School will grade their instructors on their technical knowledge, lecture personality and consideration. The system aims to help professors rid themselves of small faults and idiosyncrasies.

In the *Virginia Spectator*, student publication of the University of Virginia, Dr. Harvey E. Jordan, Dean of the Medical School, reports that 70,000 sought admission to medical schools in the fall of 1947. About 6,300 were admitted to 70 schools with four-year courses, and seven others with basic two-year courses.

Sponsored jointly by the University of Washington and the State College of Washington, with an appropriation from the State legislature, an agency for polling public opinion has been organized. It is intended to measure opinion impartially within the state on vital current issues of state,

national and international importance. The social science departments of the two institutions will staff and control the laboratory, which is hoped to be valuable in predicting public opinion, in improving polling techniques, and in training scientists in social research. This project is probably the first publicly supported agency for polling public opinion.

The University of Wisconsin is celebrating its centennial with a year-long observance, developing a program around the theme "American Higher Education Looks Ahead," with the emphasis on the future rather than on the past.

The University of Wisconsin has appointed a 24-Man Committee made up of deans and leading professors to make a "detailed study of the University's functions and policies." The committee will interview students, faculty members, and citizens in order to gather facts, and will make recommendations for improvements.

Effective July 1, 1948, the name of the Georgia School of Technology was officially changed to Georgia Institute of Technology.

Reports from Associations, Organizations and Government Departments

Universities and colleges are rendering an important service to the schools of America with radio programs, some for in-school and others for out-of-school use. The Wisconsin School of the Air, the Ohio School of the Air, the Minnesota School of the Air, and the programs of Purdue University and Indiana University offer some of the outstanding radio programs for school use.

Three associations, The National Association of Teacher Education Institutions in Metropolitan Districts, the National Association of Colleges and Departments of Education, and the American Association of Teachers Colleges have merged to form The American Association of Colleges for Teacher Education.

Teachers overseas urgently need books. Send any you can contribute to the American Book Center, care of the Library of Congress, Washington 25, D.C. Send them prepaid freight or book post. Books needed include periodicals, from single issues to complete files, in the professional educational fields, psychology, child care, etc.; books published within the last ten years, or standard works in good condition, in the fields of education in all its branches, psychology, sociology, history, art, music, literature, and general reference.

Your gift will be acknowledged by the Center, and you will receive copies of the acknowledgments from abroad.

The Association of American Colleges has appointed a Commission on Minority Groups in Higher Education.

More than 250,000 members of the Army are currently participating in the Army Education Program in various parts of the world.

"The Present Crisis in American Education," which appeared in *COLLEGE AND UNIVERSITY*, October, 1947, was reprinted in the *Education Digest* for February, 1948.

The Educational Testing Service, in consultation with representatives of the leading law schools, has prepared a law school admission test, designed to help law schools select the most eligible students from their many applicants. The test contains questions which measure verbal aptitudes and reasoning ability rather than acquired information. Administered in 72 testing centers throughout the country, 2,771 potential law students took this year's test. Scores, reported on a standard scale, will supplement other information used for determining students to be admitted to the study of law.

The legislature of the State of New York has enacted three bills as a first step toward carrying out the recommendations of the Temporary Commission on Need for a State University in New York State. These include: (1) a bill creating a State University of New York; (2) a bill authorizing the creation of community colleges; and (3) a bill designed to give greater equality of opportunity in admission to college to members of minority groups.

The Occupational Index for 1947, containing more than 450 annotated references on almost 600 different occupations, is now available in a bound volume. It is published by Occupational Index, Inc., New York University.

The Pepsi-Cola Scholarship Board is an independent corporation directed and controlled by a group of distinguished educators who establish the policy and supervise the operations of an educational office devoted to helping, through its scholarship and fellowship programs, worthy young men and women of unusual ability to secure further education. All funds are supplied by the Pepsi-Cola Company upon the recommendation of

its president, Walter S. Mack, Jr., and are a part of its public service program.

In keeping with its purpose of presenting opportunities for higher education, the Pepsi-Cola Scholarship Board has announced the names of 121 high school seniors throughout the nation to receive scholarships which will send them to college with full tuition, a monthly allowance, and traveling expenses paid for four school years. Twenty-six other distinguished students won Honorary Scholarships which were awarded to contestants who qualified for the Four-Year College Scholarships but whose parents are able to finance their education. The 575 runners-up for the Four-Year College Scholarships were given College Entrance Awards. They will receive \$50 to help defray initial college expenses if they register at an accredited academic college for the 1948-49 term.

Twenty-six college seniors throughout the United States have been selected from among 2,288 applicants as winners of the first graduate fellowships to be offered by the Pepsi-Cola Scholarship Board under an extension of its scholarship program. The awards provide each fellowship winner with full tuition and \$750 a year for three years of graduate study, and they may be used in any field of specialization at any accredited graduate school in the United States or Canada.

News Concerning Registrars and Admission Officers

Miss Louise C. Johnson has been appointed Registrar, Anderson College, Indiana, succeeding Miss Leona Nelson.

Mr. T. W. Mueller, after serving twenty-two years as Dean of Elmhurst College and as both Dean and Registrar during fifteen years of that time, asked to be relieved of his administrative duties last July. After a semester's sabbatical leave, he has returned to full time teaching in the field of sociology.

Miss Gertude Eleanor Clifton is Director of Admissions, Goucher College.

Miss Elizabeth R. Durfee has succeeded Mrs. Bess Clemens Dusinger as Registrar of Hobart College.

Miss Agness Kaufman, who retired last year as Registrar of the Illinois Institute of Technology, was made a life member of the Illinois Association.

Illinois Institute of Technology has named Raymond D. Meade, Registrar

and Associate Professor of Education; William E. Kelly, Associate Registrar; and Fred R. Travis, Director of Admissions.

Ray C. Maul, Registrar, Kansas State Teachers College, Emporia, Kansas, has been named Dean of the college.

Reverend Daniel M. Galliher, O. P., Registrar, Providence College, has been elected National President of Delta Epsilon Sigma.

William Speer, Director of Admissions, Rutgers University, has been appointed to the newly created post, Director of Student Life. George A. Kramer, Assistant Director of Admissions, has succeeded Mr. Speer.

To promote intercommunication among Catholic religious educators in various countries, a group of Belgian Catholic clergymen and laymen have established the Centre Internationale d'Etudes de la Formation Religieuse. One of the main functions of this organization is to publish *Lumen Vitae*, a quarterly devoted to current developments in Catholic education throughout the world.

Articles are published in English, French, and German. English summaries are provided whenever an article appears in French or German. French summaries follow all contributions in English.

Stanford University has appointed to a newly created post, Director of Admissions, Alfred H. Grommon, Associate Professor of English and Education.

Dr. Millard E. Gladfelter, Provost of Temple University, and formerly its Registrar, was awarded the honorary degree of Doctor of Laws by Muhlenberg College in 1947.

Frank O. Holt, Director, Department of Public Services, the University of Wisconsin, and President of the American Association of Collegiate Registrars in 1934, died April 1 at the age of sixty-four years.

S. A. Nock, formerly Director of Admissions, Kansas State College, is now Academic Dean of Briarcliff Junior College, Briarcliff Manor, New York.

William H. Neal, Assistant to the Dean of Admissions of the University of Pennsylvania, has accepted the position of Acting Registrar at San

Jose State College to replace Joe H. West, who has been promoted to Dean of Student Personnel and Guidance.

Emmett C. Stopher, Registrar of Kent State University, Kent, Ohio, for sixteen years, died suddenly on July 17. Mr. Stopher was Vice-President of the Association of Ohio College Registrars, and had been a regular attendant at AACR meetings.

R. E. McWhinnie, Book Review Editor of COLLEGE AND UNIVERSITY, and First Vice-President of the AACR, recently completed his 28th year as registrar of the University of Wyoming, and the fact was noted with a two-column spread in the *Laramie Republican Boomerang*. Actually, Mac has to his credit more than 30 years on the staff of his alma mater, since he began work as a part-time clerk in 1917, when he was an undergraduate.

Mac is said to know more Wyoming people by name than anyone else in the state. He holds or has held an imposing list of offices in civic and fraternal organizations. In 1942-43 he was District Governor of District 113, Rotary International. The *Lasso*, published by the Rotary Club of Laramie, bestowed its supreme accolade when it called him "a real Westerner."

ANNUAL REPORT OF THE AMERICAN ASSOCIATION OF COLLEGIATE
REGISTRARS ON THE CREDIT GIVEN BY EDUCATIONAL
INSTITUTIONS

The annual revisions for this report have now gone to the press, and should be ready for distribution by the end of August. *It should be clearly understood that the Association is not an accrediting agency and that this report is simply an exchange of information among the members of the Association.* A representative of a leading institution in each state simply records how the credentials from other institutions within the same state are handled, and no member of the Association is under any obligation to follow the same procedure. The information given is helpful and useful, and saves much correspondence, but should not be confused with the official lists of established accrediting agencies.

Employment Service

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars* and should be sent to the Editor in care of the *Office of the Registrar, Miami University, Oxford, Ohio*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, four dollars. Additional insertions at the regular rate. Extra space will be charged at the rate of five cents a word.

In making this page available to those seeking personnel and to those seeking employment, the Association expects that at least some reply will be made to all those answering announcements. The Association assumes no obligation as to qualifications of prospective employees or responsibility of employers.

POSITION WANTED: Man with 17 years' experience as principal of large senior high school and 5 years' principal of small high school desires position as Director of Admissions and Registrar. Also qualified for Director of Placement Bureau. B. S. (Kansas State), M. A. (University of Chicago), Special graduate study (Harvard University). Superior credentials. Methodist. Address D.W.M., care Editor. (4)

POSITION WANTED: As assistant registrar; B.A., graduate work; eighteen years' secondary school experience, last ten as principal of private school; trained and experienced in journalism and newspaper publicity and also in guidance work; single, 42, no dependents; willing to travel. Write T, care Editor. (4)

POSITION WANTED: As registrar or assistant, by lady with 17 years' experience in college administrative offices, including 15 years' registrars' offices; in addition, 4 years' Government service in Government records (Archivist). Business school graduate; B.S. (Peabody College), history and English; M.A. (Univ. of Kentucky), registrar's field and psychology. Address F.T.M., care Editor. (4)

POSITION WANTED: Young man with several years of Registrar and College Teaching experience desires Registrar's position in South or Southwest. M.A. and Litt.D. degrees. Business Administration Major. Now employed as Registrar, but prefers change. Address T.I.M., care Editor. (2)

POSITION WANTED: Man, 43, Ed.D. Harvard, as registrar, director of admissions, assistant dean; 18 years' experience, 8 in well-known universities; teaching, counseling, secretarial public relations. Address DK, care Editor. (2)

POSITION WANTED: Man, well qualified, nine years' college registrar; Commanding Officer Navy V-12 Unit; two years present position as staff officer, Vocational Rehabilitation and Education, Central Office, Veterans Administration, Washington, D.C., desires return to registrar's position. Address RB, care Editor. (2)

POSITIONS WANTED: Registrar (male) with entire staff of four experienced Administrative Assistants trained in advising, newspaper publicity, and Public Relations work. Will accept position in College or University. Prefer southern location. Address JB, care Editor. (2)

SET OF JOURNALS FOR SALE: Volume I through volume XVIII, complete except for volume X, number 3; volume XII, number 3; and volume XIV, number 2. Will consider offer for all or part of set. Address JR, care Editor. (2)

POSITION WANTED: Married man, eighteen years of secondary school administration and supervision experience; now registrar of an emergency college with enrollment of 2000. Desires permanent position as Registrar and/or Director of Admissions. M.A. degree in Education. Protestant. Address EG, care Editor. (1)

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